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THE SECOND QUINQUENNIAL REVIEW

ON THE

PROGRESS OF EDUCATION

IN

BIHAR AND ORISSA

(Dealing with the period from April 1st, 1917 to March 31st, 1922)

00133089

PATNA
SUPERINTENDENT, GOVERNMENT PRINTING, BIHAR AND ORISSA
1922

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THE SECOND QUINQUENNIAL REVIEW

ON THE

PROGRESS OF EDUCATION

IN

BIHAR AND ORISSA

CHAPTER I

INTRODUCTORY

THIS report, like that written five years ago, deals only with Bihar and Orissa proper and excludes the attached Feudatory States. The area as given in the Civil List is 83,282 square miles and at the census of 1921 the population was 16,763,866 males and 17,238,323 females, a total of 34,002,189.

2. The period under review witnessed the transfer of the control of the greater part of education from a Member of the Executive Council to a Minister appointed from among the elected members of the Legislature and the grant of much greater powers to the Legislature in the matter of voting funds for expenditure on education. The chief of the other changes mentioned in this report are the following:—

(1) The abolition of the Lower Subordinate Educational Service and the service of head *pandits* of *guru* training schools and the transfer of the persons concerned to more highly paid services; the promotion of the Headmasters of Government High schools and District Inspectors to the Bihar and Orissa Educational Service; and a complete revision of the pay of all the Government servants in the department.

(2) The abolition of the posts of Assistant Inspectors, assistant sub-inspectors and inspecting *pandits*, the assistant sub-inspectors being replaced by the same number of sub-inspectors and 253 inspecting *pandits* by 60 sub-inspectors ; and the grant of a fixed monthly travelling allowance to sub-inspectors.

(3) The establishment of Patna University ; the abolition of the age-limit for the Matriculation ; and the institution of a system of supplementary examinations.

(4) The opening of post-graduate classes at Patna College ; the erection of large new buildings for the colleges at Cuttack, Bhagalpur and Muzaffarpur ; the transfer of the Intermediate classes from Patna College to the Patna Collegiate School, which was re-named New College ; and the establishment of a second-grade college at Bihar Sharif.

(5) The transfer to the department, subject to certain limitations, of the power of permitting schools to present candidates at the Matriculation Examination ; the institution of a School Leaving Certificate Examination for High schools ; and the transfer of the Middle English schools formerly managed or aided by local bodies to the list of schools aided by Government.

(6) The institution and subsequent extension of a Vernacular School Leaving Certificate scheme for Middle schools ; the preparation of a programme for the expansion of primary education in each district ; the passing of an Act enabling municipalities and unions to introduce compulsory education for boys ; an improvement in the state of education in several municipalities ; the transfer of the control of primary education in several districts to the management of local boards ; and a large increase in the expenditure on primary education from public funds.

(7) The experiment of training matriculate teachers at the Patna Training School ; the opening of a class for Bengali teachers at the Ranchi Training School ;

the conversion of the remaining practising schools attached to the first-grade training schools into Middle English schools; the provision of a fourth teacher for each elementary training school; the opening of three new training schools for Muhammadan teachers; the admission of 30 instead of 16 pupils to each elementary training school; the passing of a rule that at all the elementary training schools preference should be given to candidates with Middle qualifications; and the opening of a training class for Hindu women at Cuttack.

(8) The transfer of technical and industrial education to the control of the Director of Industries; and the opening of a technical institute at Jamshedpur.

(9) The commencement of a scheme for providing two boarding schools for European children at Ranchi.

(10) The transfer of the Madrassa Islamia Shamsul Huda to the management of Government; and the appointment of a Superintendent of Islamic Studies.

(11) The transfer of the Puri Sanskrit College to Government control; and the appointment of a Superintendent and a second Assistant Superintendent of Sanskrit Studies.

(12) The appointment of an Inspector of Students' Residences at Cuttack.

(13) A large increase in the number of Middle and Primary scholarships and an increase in their value.

(14) The appointment of medical officers for the High schools in each division and for girls' schools.

3. The year 1921-22 will always be remembered, particularly by the students at Patna, on account of the visit of His Royal Highness the Prince of Wales. A very large number of students assembled at the *maidan* at the time of the *darbar* and gave His Royal Highness an enthusiastic welcome. Twenty-five selected students had the honour of being presented to their future King-Emperor and all the colleges and schools in the province were given a week's holiday in honour of the event.

4. The following tables give a summary of the changes in the number of institutions and pupils and in the amount of the expenditure during the past five years :—

INSTITUTIONS AND PUPILS.

Class of Institutions.	1916-17.		1920-21.		1921-22.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
For Males.	I.—PUBLIC INSTITUTIONS.					
Colleges	11	2,894	13	2,567	13	2,458
High English schools ...	100	34,734	118	25,269	119	24,645
Middle English schools ...	230	23,873	261	22,185	260	19,615
Middle Vernacular schools ...	130	11,635	158	11,815	159	11,323
Upper Primary schools ...	1,732	91,551	1,844	99,746	1,852	96,073
Lower Primary schools (*a*) ...	20,132	527,805	20,747	544,521	20,596	533,593
Special schools (*a*) ...	1,671	43,036	419	12,459	408	12,896
Total ...	24,206	735,518	23,560	718,582	23,407	700,603
For Females.						
Colleges	...	...	1	6	1	12
High English schools ...	3	330	4	681	4	617
Middle English schools ...	9	1,074	12	1,016	14	1,328
Middle Vernacular schools ...	11	1,245	11	1,390	11	1,445
Upper Primary schools ...	89	4,609	90	5,032	101	5,171
Lower Primary schools (*a*) ...	2,160	48,368	2,550	57,397	2,401	53,351
Special schools (*a*) ...	289	6,327	18	706	19	720
Total ...	2,561	61,953	2,695	63,278	2,547	62,674
Total of Public Institutions ...	26,867	797,471	26,255	784,860	25,954	763,277
	II.—PRIVATE INSTITUTIONS.					
For Males	2,709	46,464	1,836	42,377	1,978	46,620
For Females	56	1,090	38	782	24	485
Total ...	2,765	47,554	1,874	43,159	2,002	47,105
Grand total of all Institutions...	29,632	845,025	28,129	828,019	27,966	810,382

(*a*) 1,020 *maktabs* and 96 Sanskrit *pathshalas* for boys and 275 *maktabs* for girls were shown as special schools in 1916-17, but are now shown as primary schools.

EXPENDITURE.

Sources of expenditure.	1916-17.			1920-21.			1921-22.		
	Direct.	Indirect.	Total.	Direct.	Indirect.	Total.	Direct.	Indirect.	Total.
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial revenues.	14,78,045	14,79,712	29,57,757	21,82,734	28,92,816	50,75,550	25,49,548	23,72,834	49,19,479
District funds...	12,47,821	3,25,798	15,73,599	17,68,904	3,30,080	20,99,564	19,43,781	3,21,365	22,65,116
Municipal funds	1,01,114	71,634	1,72,748	1,41,610	23,203	1,64,813	1,47,863	27,490	1,75,353
Fees ...	21,49,453	87,481	22,36,934	21,52,096	2,58,359	24,10,455	20,10,219	2,19,688	22,32,689
Subscriptions and endowments, etc.	8,88,593	3,23,449	12,11,042	12,73,781	3,87,207	16,60,588	15,33,702	3,00,027	19,23,729
Total ...	59,65,006	22,87,074	1,52,080	75,18,735	38,92,315	1,14,10,040	81,84,913	33,31,434	1,15,16,347

5. It will be seen that the direct expenditure has risen steadily, but that the indirect expenditure from provincial revenues during 1921-22 was much less than in the previous year owing to the heavy expenditure in that year on the new college buildings. The figures for schools and pupils are far from satisfactory, which is all the more disappointing because the previous report was written in the shadow of the Great War and it was hoped that the restoration of peace would mean a large expansion of educational activities. The reasons for the fall in the number of schools and pupils are examined in subsequent chapters, but may be summarized as the great increase in the cost of living, the non-co-operation movement, epidemics, especially the influenza epidemic of 1918, and floods especially in Gaya and Orissa. Another cause which may have contributed to the fall in the number of pupils is the increase in the fee-rates at High and Middle English schools for boys sanctioned owing to the need for

raising the pay of the teachers. The extent of this increase may be seen from the following table:—

Class of school.	Average number of pupils.	Total sum paid in tuition fees.	Total sum paid in other fees.	Average sum paid in tuition fees in 1921-22.	Average sum paid in other fees in 1921-22.	Average sum paid in tuition fees in 1916-17.	Average sum paid in other fees in 1916-17.
1	2	3	4	5	6	7	8
		Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
High schools for boys...	23,829	6,31,028	26,490	26 7 10	1 1 8	21 13 2	0 15 1
Middle English schools for boys	19,007	1,72,621	3,407	9 1 4	0 2 11	8 2 7	0 1 7
Middle Vernacular schools for boys.	10,712	75,413	1,738	3 4 11	0 2 7	3 5 7	0 0 8
Primary schools for boys	597,600	8,12,163	707	1 7 11	0 0 0½	1 9 3	0 0 0½
Special schools for boys	11,912	44,855	7,432	3 12 3	0 9 11	2 5 0	0 5 8
High schools for girls .	652	5,684	819	9 0 5	1 4 10	12 12 1	1 10 11
Middle English schools for girls.	925	8,231	150	3 7 11	0 2 6	0 13 0	2 9 1
Middle Vernacular schools for girls.	1,369	742	12	0 8 8	0 0 2	1 0 2	0 2 10
Primary schools for girls.	55,285	7,791	9	0 2 3	...	1 3	0 0 1
Special schools for girls	707	743	...	1 0 11	...	0 3 4	...

It will be observed that the average annual tuition fee in a High school has risen by Rs. 4⅔ and in a Middle English school by less than Re. 1, the rise in the former case being about 21 per cent. and in the latter only about 11 per cent. There can be little doubt that these increases are substantially less than the increase which has occurred in the cost of living and in the wages or salaries of many of the persons by whom the fees are paid.

6. I have attached to this report six appendices. One of these shows how the different types of *maktabs*, *tols* and Sanskrit *pathshalas* are classified in the report. Another gives

the expenditure incurred in the province from Imperial grants until the end of the year 1920-21; after that date the grants merged in the general finances of the province and no separate accounts have been kept. The third appendix gives the percentage of children of school-going age at school in each district, while the fourth gives comparative figures for urban and rural areas. The fifth appendix shows the work of the different missions in the province and is referred to in a subsequent chapter. The sixth shows under different heads the expenditure incurred during the past five years on buildings, furniture and apparatus.

7. The subject of education has excited considerable attention in the Legislative Council. During the year 1917-18 the number of resolutions moved was six. Of these two relating to the introduction of a Bill to permit municipalities and unions to make primary education compulsory for boys were accepted. A motion for the establishment of a Board of Islamic examinations was withdrawn, but action has since been taken on the recommendation. A motion for an increase of Rs. 15,000 in the allotment for grants-in-aid to high schools was withdrawn but the allotment for such schools, which stood at Rs. 92,808 in 1917-18, stands at Rs. 1,37,064 to-day. A motion for the establishment of post-graduate classes was withdrawn, but steps were taken in the direction recommended and classes were opened in the year 1919. A request for the construction of a hostel for the Hazaribagh Zila School was also withdrawn, but the work was soon afterwards put in hand and has been completed.

8. The year 1918-19 saw ten resolutions. Two of these related to the Primary Education Bill introduced during the previous year, which was finally passed. As noted elsewhere in the report only one Municipality, of which the author of the Bill is the Chairman, has yet taken advantage of it. Another which was put and carried recommended the encouragement of high schools with the first four classes only; one such school has since been opened at Mehsi in the district of Champaran. Another which was also put and carried recommended the encouragement of open air conditions of living and teaching in primary and secondary schools and desired that costly buildings on a type plan should not be required as a condition for recognition. A type plan for an open air school had already been circulated to District Boards in May, 1915, but had not been generally adopted. In some areas the strong west winds and storms had been mentioned as a difficulty and the danger of theft had also been urged. A fresh plan providing for a store room while the rest of the

building would be an open shed with a roof supported by pillars or posts was circulated last year. If the end of the building that contains the store room is placed on the west this type should be free from most of the objections urged to the previous plan. It should also prove economical and well lighted and ventilated. As regards the second part of the resolution the department has never insisted on type plans so no particular action was required. A resolution asking for an additional allotment for grants to madrassas was withdrawn. The question of setting aside more money for these institutions has however been raised again by the Superintendent of Islamic Studies, as is mentioned in a later paragraph. Two more resolutions recommended that preliminary steps should be taken for opening medical and engineering colleges. These were lost on a division, but the necessary schemes have, I understand, since been prepared. A resolution recommending the opening of an industrial museum at Bankipore was withdrawn, as was one for the provision of funds for the opening of a new college somewhere in the province. Another asking for an additional provision for grants-in-aid to *tols* was also withdrawn, but the allotment for this purpose was raised by Rs 5,000 in 1918-19 and by a further sum of Rs. 6,000 in the following year.

9. The year 1919-20 saw four resolutions, all of which were withdrawn. One recommended that the minimum number of free-studentships in colleges should be fixed at 5 per cent of the roll number. This limit has for some time been in force in the aided colleges and though in Government colleges the number of free-studentships is limited to six, I have been given power to raise the number to 5 per cent. in special cases. Another resolution recommended the opening of a training class for Hindu and Muhammadan women at Ranchi ; this need is still felt, as I have noticed later in the report. The others recommended the provision of Rs. 1,00,000 for starting a public school and the transfer of a sum of Rs. 20,000 from the budget allotment for primary to that for secondary education.

10. During its last two sessions in the year 1920-21 the old Legislative Council passed two resolutions : the first of these asked that the Government of India should be moved to pay the whole cost of establishing the Patna University and the second that immediate steps should be taken to improve the pay and prospects of the teachers in aided schools and colleges. Action was taken on each of these resolutions. In the first case the Government of India unfortunately found themselves unable to grant the request. As regards the second, increased grants have

been given to the Bihar National and Tej Narayan Jubilee colleges to enable them to raise the pay of their staffs. The scale of fees in High and Middle English schools, both Government and aided, has been raised and the additional income both from Government and from aided schools is to be devoted to raising the pay of the teachers in the latter. Unfortunately the decline in the number of students has rendered the increase in the income smaller than was anticipated.

11. During the year 1920-21 the new Council passed the education budget for 1921-22 as well as the provision for educational buildings without modification and discussed seven resolutions on educational matters. The first was for the appointment of a committee to consider the entire question of secondary and primary education. This committee has been appointed but has not yet completed its labours. The second, recommending the abolition of the age-limit for matriculation, was carried and effect has been given to it. The third, that District Boards should be directed to devote at least 10 per cent of their income to primary education, was withdrawn, the question of the finance of primary education having been referred to the committee just appointed. A resolution for the provision of scholarships for non-Christian aboriginal students at the matriculation or school final examination in each district of Chota Nagpur was carried and effect was given to it. A recommendation that a committee should be appointed to consider the subject of vocational education was carried and the constitution of the committee has recently been announced. A resolution that agricultural and artisan classes should be opened at primary schools was put and lost and one that the building regulations should be dispensed with as far as possible in the case of village schools was carried, the necessary amendments to the statutory rules under the Local Self-Government Act being passed shortly afterwards.

12. In the year 1921-22 the Council again passed the education budget and the provision for educational buildings without modification and discussed ten resolutions, two of which were lost, three carried and five withdrawn. The motions which were lost recommended the establishment of an Arts College at Ranchi and the opening of medical schools all over the province. Those carried recommended the appointment of an Honorary Vice-Chancellor, the appointment of a committee to consider the desirability of retaining the agricultural college at Sabour, and the establishment of a veterinary school. As regards the first of these the matter has, I understand, been deferred until the term of the present Vice-Chancellor's

office expires, but effect has been given to the recommendation regarding the Sabour college and proposals for the establishment of a veterinary school are being worked out. The resolutions withdrawn recommended that at least six middle English schools in each district should be taken under the management of Government, that the standard rates of fees should not be enforced in aided high schools in the *mufassal*, especially in Orissa, that a committee should be appointed to consider the question of text books, prayer books and other books for religious teaching, that steps should be taken within two years to impart practical agricultural training compulsorily in all middle schools and that a provincial Board of Agricultural Instruction should be appointed.

13. The above paragraphs will show that the work of the department continues to excite a large measure of public interest and that the budget provision made during the past two years has been readily passed by the new Council. Changes under the new regime have however necessarily been small up to date owing to the appointment, already mentioned, of a committee whose terms of reference are so wide as to cover the whole field of primary and secondary education. When committees are appointed with terms of reference so wide as this their deliberations must necessarily take a long time to mature.

CHAPTER II.

Controlling Agencies.

14. At the beginning of the year 1921 the subject Education, which had formerly been controlled by a member of the Executive Council, was divided into two heads, education reserved and education transferred, the former remaining under the control of a member of the Executive Council and the latter being placed under the control of a Minister. Education in the district of Angul does not come strictly under either head, for expenditure on this district is not voted by the Council, but cases relating to Angul are still dealt with by a member of the Executive Council. Education in the Feudatory States also is a subject not dealt with by the Minister, but no expenditure can now be incurred by the local Government on this head. Such expenditure as was incurred by Government in the States during the year 1920-21 has been paid by the Government of India, while with effect from the current year the cost will be recovered from the States themselves.

15. The items included under the head "education reserved" are the Reformatory School and European schools. Together with education in the district of Angul these items account for about 5 per cent. of the expenditure from provincial revenues, or still less if the contributions of other Governments towards the cost of the Reformatory School are treated as reducing the cost of that school. As, moreover, the educational expenditure of local bodies comes wholly under the transferred heads, the percentage of the total expenditure for which the Minister is responsible is very high.

16. The cost of direction in 1916-17 was Rs. 77,837 while in 1921-22 the figure was Rs. 1,06,215. The increase is due to the revision of the pay both of the gazetted officers and of the office staff. During the five years the volume of the Director's work has increased considerably owing to the establishment of Patna University. He is an *ex-officio* member of the Senate and Syndicate and works on the Faculties, Boards of Studies, Finance Committee and Board of University Inspectors also involves attendance at a large number of meetings. It is becoming increasingly difficult to spend any considerable part of the year on tour in the investigation of local problems, though the necessity for touring would appear to be particularly great in a province with so little homogeneity as Bihar and Orissa.

17. The following table shows the inspecting staff of the department on 1st April 1917 and 1st April 1922:—

Class of posts.	Number on 1st April 1917.	Number on 1st April	Remarks.
1	2	3	4
Inspectors ...	6	6	
Inspectresses ...	2	2	
Assistant Inspectors ...	6	nil	Including one Special Inspecting Officer for Muhammadan Education in 1917.

Class of posts	Number on 1st April 1917	Number on 1st April 1922.	Remarks.
1	2	3	4
Assistant Inspectresses	5	5	
District or Deputy Inspectors.	31	32	Including 4 Special Inspecting Officers for Muhammadan Education in 1917 and 5 in 1922.
Sub-inspectors and assistant sub inspectors.	219	275	The figure 220 shown in the last quinquennial report should have been 219.
Inspecting *pandits* ...	147	nil	There are still 2 *pandits* employed by private agencies to inspect their schools, but these do not belong to the inspecting staff proper.
Superintendents of Sanskrit and Islamic Studies.	nil	2	
Assistant Superintendents of Sanskrit Studies.	1	2	
Inspectors of Students' Residences.	1	2	
Lady Superintendent of Atus.	1	1	
Inspecting maulavis ...	10	17	
	429	344	

The total cost of inspection was Rs. 5,30,688 in 1916-17 and Rs. 7,62,5 5 in 1921-22.

18. The Inspectors still work on a territorial basis, there being one for each of the five Commissioners' divisions and one for Angul and the Orissa Feudatory States. During the quinquennium the latter post was transferred from the Provincial to the Imperial Service and with effect from 1920-21 the Local Government will only have to pay one-fifth of its cost, that being the proportion of the officer's duties which is connected with Angul. The work of the Inspectors has increased considerably during the five years owing to the rise in the number of High schools and to the abolition of the posts of Assistant Inspectors which is mentioned below. Endeavours have been made to reduce their work by delegating additional powers to the District Inspectors, but the fact remains that the Inspectors are at present much hampered by a quantity of office work which could be disposed of by men on lower pay and have insufficient time to devote to the technical side of their work.

19. The number of Inspectresses remains 2 and of Assistant Inspectresses 5 and there is still a Lady Superintendent of Atus. The post of the latter has been included in the Subordinate Educational Service but there is no other change to report in respect of the staff for the inspection of girls' schools. One Inspectress is in charge of the Patna, Tirhut and Bhagalpur Divisions and the other of Chota Nagpur and Orissa, while there is one Assistant Inspectress for each division. The Lady Superintendent of Atus is in charge of the schools for Muhammadan women which are conducted by the teachers named Atus in Patna City.

20. Of the 6 Assistant Inspectors mentioned five years ago one was a Special Inspecting Officer for Muhammadan Education whose post has been converted into one in the Subordinate Educational Service. The other five officers were attached to the Inspectors of the five Commissioners' divisions and did much to help them with their routine work. It was anticipated that their assistance would be unnecessary when increased powers were delegated to District Inspectors and their posts were accordingly abolished. The expansion of the work of the department is however causing them to be required again.

21. Five years ago there were 21 District Inspectors in charge of the districts in British territory, two in the Orissa Feudatory States and one additional officer in each of the districts of Cuttack and the Santal Parganas, in addition to 4 Special Inspecting Officers for Muhammadan Education and 2 for aboriginal schools. The posts of the 23 officers first mentioned were transferred to the Bihar and Orissa Educational Service in the year 1918-19, but at the end of the quinquennium

the two posts in the Feudatory States were abolished and the post in Angul was included again in the Subordinate Educational Service, it being felt that this charge, which had formerly included certain duties in the neighbouring States, was too small for a gazetted officer after those duties had been withdrawn. The increase of one in the number of posts is due to the abolition of the two posts in the States, to the conversion of one post of Special Inspecting Officer for Muhammadan Education from an Assistant Inspectorship into a Deputy Inspectorship, and to the conversion of two sub-inspectorships in the district of Monghyr into posts of Subdivisional Deputy Inspector. The appointment of these Subdivisional Deputy Inspectors is still in the nature of an experiment, but all the Inspectors are pressing for its extension particularly in those areas where the control of primary education has been handed over to the local boards. It is felt that at present the sub-inspectors cannot be sufficiently controlled and that in consequence there is a risk of the misapplication of local funds, various cases having come to notice of stipends being drawn for periods when schools were not actually working. It is also desirable that each local board should have its own educational officer. The District Inspectors all complain of over-work and I have no doubt that these complaints will be heard so long as the District Inspectors have to do so much of the District Boards' work as they do at present, for in addition to their work as inspecting officers and to such work on behalf of Government as the selection of candidates for scholarship examinations and the management and supervision of middle schools, they are practically the executive officers of the District Boards as far as primary schools are concerned and a large number of bills and similar documents passes through their hands. This point is mentioned again later..

22. The increase in the number of sub-inspectors and assistant sub-inspectors from 219 to 275 is due to the substitution of 60 posts of this nature for the posts of inspecting *pandits*, of which there were 253 on 1st April 1912 and 147 on 1st April 1917, and to the creation of one post for a sub-inspector of aboriginal schools in the district of Monghyr, while on the other hand two posts in Monghyr have been converted into Subdivisional Deputy Inspectorships and three posts have been abolished owing to the reorganization of the inspecting staff for aboriginal schools in the district of Ranchi. Of the 275 officers, 8 being unqualified for promotion to the Subordinate Educational Service occupy posts outside the grades, while 10 in the Santal Parganas, Monghyr and Ranchi, who are employed for the inspection of aboriginal schools, also draw a special scale of pay.

23. The inspecting staff, and particularly the inspecting staff for primary schools, has of late been subjected to a considerable amount of criticism based partly on the high percentage which the expenditure from public funds on inspection bears to the total expenditure from public funds and partly owing to a feeling that the inspecting staff for primary schools should be controlled by the local bodies rather than by Government. During the year 1921-1922 inspection cost 10·3 per cent. of the total expenditure on education in the province from public funds, while for India as a whole for 1920-1921 the percentage was 6·89. It is, however, sometimes forgotten that the amount of inspection to be done is determined not by the total expenditure but by the number of public schools and while for India as a whole in 1920-1921 the expenditure per school was Rs. 40·2, the figure for this province last year was Rs. 29·3. In other words the apparently high cost of inspection is due to the small direct expenditure on education rather than to any excessive expenditure on inspection itself. There is, however, a further point to be considered. Although the expenditure is already large, there is no doubt that if the existing system is to be maintained there are certain directions in which it will have to be increased. In the first place there is the need for Subdivisional Deputy Inspectors to which I have already referred. In the second, as is mentioned in the next chapter, an initial pay of Rs. 60 is now scarcely adequate for the graduates whom we recruit as sub-inspectors. A third point is that the monthly sum of Rs. 25 now given to each sub-inspector as a fixed travelling allowance is reported to be inadequate to cover expenses. Again, primary education is now one of the chief duties of the local bodies, but at present the educational staff of a District Board usually consists of one clerk. Practically the whole of the District Board's work is done by the inspecting agency employed by Government and the District Board has to rely almost entirely on that agency. It would seem that if the local bodies are to have any real control over primary education they must have their own inspecting and controlling staff. At the same time Government have their duty to perform. They make large grants to local bodies and must see that these are properly spent. They must also see that the rising generation is properly educated, a point which has attained additional importance in the new era of representative Government.

24. Several suggestions have been made as to how the expenditure on inspection can be curtailed. One of these is that the work might be handed over to village committees. To examine this suggestion fully it is necessary to consider what duties the

inspecting staff has to perform. These are in the main three:—(1) to see that the schools work regularly; (2) administrative work; and (3) inspecting work. The suggestion to which I have referred comes partly, I think, from a realization of the fact that we have now 275 sub-inspectors and 24,944 primary schools or an average of 91 schools to each officer. This being so, each school cannot be inspected more than once or twice a year and this is certainly not enough to secure regular work. A village committee, if active, could do more in this direction. Unfortunately experience has shown that a village committee, whose sole duty it is to look after a primary school, seldom takes any interest in its work. There are, I understand, proposals for forming statutory committees in villages and for giving them considerable powers, and if such committees are formed I hope that one of their duties will be to see to the regular working of the primary schools in their areas. Even, however, if this is secured, much of the duties now discharged by the inspecting staff would remain. Village committees must normally consist of men who, though perhaps interested in education, have not made it their profession. Such men might perhaps be trusted with the duty of appointing teachers, but they can hardly be expected to see that the teacher's work is efficient, that he teaches the proper syllabus and that he teaches it satisfactorily. They would also scarcely form a suitable agency for the selection of boys for scholarships, for deciding disputes between schools in different villages or for collecting statistics, nor would their opinion be a safe guide to the District Board when the latter is distributing the funds at its disposal, because each committee would naturally want to get as much as possible. For a proper distribution of funds and for the expert work involved in the inspection of primary schools some form of special agency seems undoubtedly to be required whatever use is made of village committees. There remains also the further duty which I have mentioned above as belonging directly to Government. The point is now under the consideration of the Education Committee and also, I presume, of the Retrenchment Committee. It seems to me clear that any substantial reduction in the number of officers is impossible, that additional expenditure on the conversion of some of the posts of sub-inspectors into posts of Subdivisional Deputy Inspectors is necessary and that an increase in the total expenditure will have to be avoided. The only solution of the problem which I can see is to employ men of lower qualifications on a somewhat lower scale of pay, and I am not satisfied that the graduates whom we now employ take as much interest in primary schools or have the same sympathy

with the needs of the villages as the better of the old assistant sub-inspectors. It is true that the old inspecting *pandits* were frequently accused of living on the earnings of the *gurus* and of various other abuses, but their pay was very low indeed and it seems to me that a satisfactory type of officers of the class trained as vernacular teachers for secondary schools could be obtained on pay distinctly lower than that of the Subordinate Educational Service. If I am right in this view, and I must admit that many of the Inspectors of Schools are strongly opposed to it, it would be possible not only to prevent any increase in the expenditure on inspection, but to effect a substantial economy.

25. Among important changes which have taken place in the subordinate inspecting staff during the past five years are the gradual abolition of the posts of assistant sub-inspectors, these officers being replaced as opportunity offers by men appointed to the Subordinate Educational Service who are required to hold a degree. The number of assistant sub-inspectors is now only 8. The system of fixed daily allowances has been replaced by the grant of fixed monthly travelling allowances, an arrangement which has saved a great deal of bill work, but which has necessitated much more careful supervision, and I have had to direct that the annual report on each sub-inspector shall state the number of days which he has spent on tour. A scheme for providing the sub-inspectors with quarters has been pending for many years, a fact which has caused hardship to many officers, for at some of the centres where sub-inspectors are posted rented houses are practically unobtainable.

26. As already mentioned, the posts of inspecting *pandits*, which were formerly paid for by local bodies, have now been abolished. The additional sub-inspectors, whose appointment was necessitated by the change, are all paid by Government and the local bodies have in consequence been able to devote to primary education proper the sums which they formerly spent on inspection. Two *pandits* employed by private agencies in the Hazaribagh district to inspect their schools have been mentioned in the Inspector's report.

27. The number of inspecting *maulavis* has risen during the five years from 10 to 17. These officers are required to look after the special needs of *maktabs*, for many sub-inspectors have no knowledge of Urdu and cannot therefore judge of the efficiency of the teaching in these schools. These officers are paid by Government. Their work has not been uniformly satisfactory and the Inspector of the Patna Division would prefer to see them replaced by officers with the status of sub-inspectors.

28. The special inspecting staff for Sanskrit education consisted five years ago of one Assistant Superintendent in the Subordinate Service who was in charge of the Sanskrit schools in the Patna, Tirhut and Bhagalpur Divisions. Another Assistant Superintendent in the same service has been appointed for Chota Nagpur and Orissa and a Superintendent for the whole province was appointed in the year 1919, the post being included in the Bihar and Orissa Educational Service and subsequently being transferred to the Indian Educational Service. The Superintendent is the Secretary of the Sanskrit Council and has thus to control the Sanskrit Examinations in addition to his duties as an inspecting officer.

29. Towards the close of the quinquennium a Superintendent of Islamic Studies was appointed in the Bihar and Orissa Educational Service. His chief duties will be the inspection of *madrassas* and the work of the recently constituted Board of Islamic Examinations. The number of Special Inspecting Officers for Muhammadan Education remains five, one officer being employed in each division. These special officers are men of the same class as sub-inspectors and their duties lie rather in bringing to notice the special requirements of the Muhammadans than in connection with the teaching of the oriental classics.

30. The special inspecting staff for aboriginal schools consists of 2 Deputy Inspectors, one sub-inspector in Monghyr, 5 in Ranchi and 7 in the Santal Parganas. Three of the officers in Ranchi are in the Subordinate Service and the other two will be replaced by men in that service as soon as persons fully qualified for appointment can be obtained, it having been decided that it would be better to have five well qualified officers than the eight officers on lower pay who were previously employed. The other officers draw a special pay of Rs. 40—2—60.

31. The arrangements for the inspection of students' residences at Bankipore and Cuttack are described in a later chapter. Five years ago there was one Inspector of Students' Residences in the Provincial Service at Bankipore, but a similar post was created at Cuttack during the year 1920-21 in the Subordinate Service and the pay of the post at Bankipore is shortly to be reduced to that grade. Mention is also made later of the arrangements for the medical inspection of schools and pupils.

32. The inspection of technical schools no longer concerns this department, the schools themselves having been handed over to the Department of Industries.

33. The inspection of European schools continued to be performed by one of the Divisional Inspectors until the year 1919 when it was made one of the duties of the Registrar of Examinations.

34. The relations of the department with local bodies continue to be generally satisfactory, though the Inspector of Bhagalpur complains that the members of local bodies take very little interest in schools and from Saran it is reported that though the schools have been divided up for purposes of inspection among the members of local boards, very few of the members have paid any visits. Many of the district boards are now delegating powers over primary schools to the local boards and I have already mentioned that this change is one of the arguments for the appointment of Subdivisional Deputy Inspectors. The increase in the expenditure of local bodies on primary education is a satisfactory feature which is noticed in a subsequent chapter. The following table gives statistics for the expenditure on municipal schools during the year 1921-22 :—

Class of institutions.	Number of institutions.			Recurring expenditure from—						Capital expenditure from—					
	Maintained by Municipalities.	Aided by Municipalities.	Total.	Provincial Revenues.	Municipal funds.	Other Public funds.	Fees.	Other sources.	Total.	Provincial Revenues.	Municipal funds.	Other public funds.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
High schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle English schools.	...	2	2	...	710	...	...	2,069	2,779	...	...	..	...	...	...
Middle Vernacular schools.	2	3	5	...	4,788	...	1,036	873	6,697	...	180	...	...	...	180
Primary schools	184	656	840	447	1,45,166	...	40,640	24,156	2,10,409	167	22,502	...	...	99	22,768
Special schools	1	11	12	...	2,007	...	...	2,026	4,033	...	...	...	...	...	...
Total ...	187	672	859	447	1,52,671	...	41,676	29,124	2,23,918	167	22,682	...	...	99	22,948

The expenditure from Municipal Funds includes contributions from Government amounting in all to Rs. 1,13,311. The department is represented by one officer on each municipal board except on that at Cuttack, of which the Inspector of Schools was a member until recently. It may be mentioned that during the five years the District Committee in Singhbhum, which was formerly in charge of education in that district, has been replaced by a District Board.

35. Executive officers continue to give the department every assistance and no instances of friction have been reported. The assistance of District and Subdivisional officers has been particularly valuable when the collection of funds has been necessary.

36. Statistics as to the work of different Missions in the province will be found in Appendix IV. It will be seen that the number of schools maintained by the Missions has fallen during the five years from 1,018 to 950 and that of their pupils from 32,082 to 32,037. The expenditure from Mission funds has risen from Rs. 1,70,305 to Rs. 2,47,994 but the contribution from public funds has fallen from Rs. 1,94,410 to Rs. 1,87,289. The decrease is due to the termination of the special grant given to the Belgian Mission at Ranchi during the War and to a reduction in the special grant to the Lutheran Mission. The Lutheran Mission, it will be remembered, was formerly under German control. The property has now been vested in a Board of Trustees and the schools, which receive considerable support from American funds, are supervised by an American Missionary. The schools at Bettiah, which were formerly controlled by a Roman Catholic Mission from the Tyrol, are now managed by American Jesuits. The work of the Missions is particularly valuable in aboriginal areas such as Chota Nagpur and the Santal Parganas, and the department owes much to their efforts.

CHAPTER III.

THE EDUCATIONAL STAFF.

37. The following table gives a summary of the changes in the pay of the different educational services during the past five years :—

Service.	Number of officers in 1916-17.			Average pay.	Number of officers in 1921-23.			Average pay.
	Europeans or Anglo-Indians.	Indians.	Total.		Europeans or Anglo-Indians.	Indians.	Total.	
1	2	3	4	5	6	7	8	9
				Rs.				Rs.
Indian Educational Service (including the Director of Public Instruction).	21	1	22	784·2	26	14	40	1051·2
Bihar and Orissa Educational Service ...	6	50	(a) 56	313·8	3	93	96	458·4
Subordinate Educational Service ...	3	4·4	(a)407	86·9	2	607	(b)609	114·3
Unclassified posts (Vernacular Teachers' Service 379, Ministerial Service 171, assistant teachers in training schools for *gurus* and Muhammadan teachers 355, and other posts 101).	3	1,213	1,216	30·4	3	1,063	1,066	26·1
Total ...	33	1,668	1,701	63·0	34	1,777	1,811	101·3

(a) Excluding one superfluous post in the Bihar and Orissa Educational Service and four in the Subordinate Educational Service.

(b) Including eight posts in the upper division not paid by the Education Department.

The increase in the average pay of an officer of the department from Rs. 63 to Rs. 101·3, or by nearly 77 per cent., is striking. It is due partly to the improvement in the pay of the different services, but also to a very large extent to the transfer of posts from lower to higher services, i.e., from the Bihar and Orissa Educational Service to the Indian Educational Service, from the Subordinate Educational Service to the Bihar and Orissa Educational Service, from the old Lower Subordinate Service to the Subordinate Educational Service and Vernacular Teachers' Service, and from the old service of head *pandits* of

guru training schools to the Vernacular Teachers' Service. These changes are explained in more detail in the following paragraphs.

38. The number of posts in the Indian Educational Service on 1st April 1917 was 22 for men and 4 for women, while five years later the number of permanent posts was 34 for men and 5 for women, though of these two were in abeyance. The post of Director of Public Instruction is not included in the cadre. On 1st April 1922, there was one temporary post which has since been abolished on the appointment of its holder to a substantive vacancy, while in addition one officer was working on a temporary basis during the absence of another on deputation. The new posts added to the cadre are two for the Principals of the Bihar National and Greer Bhumihar Brahman colleges, four professorships in the Ravenshaw College, one professorship in the Greer Bhumihar Brahman College, two Headmasterships, one post of Lady Principal and the posts of Agency Inspector, Superintendent of Sanskrit Studies and Registrar of Examinations. Five temporary posts were also added to the cadre when post-graduate classes were opened at Patna College, but owing to financial considerations it was decided not to make these permanent, but to appoint the holders to other vacancies in the service as they occurred and to place them on deputation. The result has been to weaken the department in other directions, for no permanent arrangements can be made for filling the posts on which these five officers hold liens. The average pay of a member of the service has increased during the five years from Rs. 784·2 to Rs. 1,051·2 or by nearly 35 per cent.

39. The number of posts in the Bihar and Orissa Educational Service was 57 on 1st April 1917 and is now 96. The new posts are 10 at the Greer Bhumihar Brahman College, 36 for the Headmasters of Government High schools and Deputy Inspectors whose posts had formerly been in the subordinate Educational Service, 8 created in connection with the opening of post-graduate classes at Patna and one temporary professorship of mathematics at Patna College. On the other hand, 6 posts have been transferred to the Indian Educational Service and 10 have been abolished, *viz.*, 3 District Inspectorships in Angul and the Orissa Feudatory States, one post at the Bihar School of Engineering, one translatorship, one post of cataloguer in the Oriental Public Library, one post at the Hazaribagh Reformatory School, two temporary posts of Assistant Inspectors and one temporary professorship at Patna College. When this service was reorganized on 1st March 1920 it was

divided into two branches, one for men and the other for women. The pay of the former was fixed at Rs. 250-$\frac{40}{2}$-450-$\frac{50}{2}$-550 with a selection grade on Rs. 600-40-800 for 15 per cent. of the cadre, while for the seven posts for women the scale was to be Rs. 200-15-500. The average pay of the service has thus risen from Rs. 313·8 to Rs. 458·4, or by 46 per cent,. but effect has not yet been given in full to this increase as there are at present only few officers of sufficient standing for promotion to the selection grade.

40. The cadre of the Subordinate Educational Service on 1st April 1917 consisted of 411 posts. To these were added 145 from the Lower Subordinate Educational Service, 10 for the Greer Bhumihar Brahman College, 3 for Patna College, 5 for Ravenshaw College, one for a first-grade training school, 6 for the practising schools attached to the first-grade training schools, 26 for Government High schools for boys, 60 for sub-inspectors, one for the Bankipore Girls' school, one for the Lady Superintendent of Atus, one for the Puri Sanskrit College, one for the Madrassa Islamia Shamsul Huda and 12 posts at the Ravenshaw Girls' school, Bankipore Girls' school and Badshah Nawab Razvi Training College which had formerly been outside the grades. On the other hand 39 posts were transferred to the Bihar and Orissa Educational Service in connection with the promotion of Headmasters and District Inspectors, 4 were abolished as superfluous at the beginning of the quinquennium, 3 when the Cuttack Survey School was closed, 2 when the Bihar School of Engineering and Ranchi Industrial School were transferred to the Department of Industries and 2 when the lower classes of New College were closed. The effect of these changes was to leave a strength of 633 posts when the service was reorganized on 1st April 1920, but of these posts 44 had been temporarily replaced by ungraded posts as their holders, who had been members of the Lower Subordinate Educational Service, had not qualifications sufficient to justify their promotion. At the time of the reorganization the 589 posts actually in use were separated into six branches and two divisions. The branches are (*a*) College teachers, (*b*) Engineering and Reformatory school teachers, (*c*) Sanskrit Inspectors, (*d*) women, (*e*) the inspecting staff and (*f*) the teaching staff of schools. The pay of the upper division is Rs. 150-$\frac{15}{2}$-240, of the lower division for men Rs. 60-$\frac{6}{2}$-120 and of the lower division for women Rs. 100-$\frac{5}{2}$-140, but the officers who were in either division of the service before it was reorganized have been given an option of remaining in the grades so long as they continue in that division and at the

same time the pay of the grades has been raised. In the case of the first four branches the number of posts in each division has been fixed with reference to the importance of the different posts, while for the inspecting staff and teaching staff of schools the number of posts in the upper division is 15 per cent. of the total. This breaking up of the service has made for convenience and prevents the creation of posts in one branch of the service from affecting the prospects of officers in another branch.

41. At the time of the reorganization the number of posts in the upper division was 131 and in the lower division 458. The strength of the upper division is now 129, 2 posts having been abolished when it was decided not to teach science at New College and one when the Ranchi Industrial School was transferred to the Department of Industries, while one was created when the District Inspectorship of Angul was reduced in status. In the lower division the number of posts has risen by 22. Nine of these have taken the place of a corresponding number of the 44 ungraded posts referred to above, while 5 have replaced posts of drawing-masters in the Vernacular Teachers' Service and 3 have replaced 6 sub-inspectorships in the Ranchi district which were formerly outside the grades. The other posts created are two each for the Bankipore Girls' School and Phulbani Middle English School and one each for the Inspector of Students' Residences at Cuttack, for the Special Inspecting Officer for Muhammadan Education in the Patna Division, when this post was reduced in status, and for a teacher in the Badshah Nawab Razvi Training College. On the other hand two posts were abolished when the Ranchi Industrial School was transferred to the Department of Industries. The average pay of this service has risen from Rs. 86·9 to Rs. 114·3, or by about 32 per cent. Complaints continue to be received that the increase is not sufficient, particularly in respect of the starting pay for graduates.

42. The Lower Subordinate Educational Service, which contained 254 posts on 1st April 1917, was abolished six months later. The posts of the teachers of English and of the classics, of six drawing-masters who had passed through the Calcutta School of Art and of inspecting officers were transferred to the Subordinate Service, subject to the proviso that English teachers and inspecting officers who had not passed the Intermediate Examination will remain outside the grades until they qualify themselves by passing that examination or retire or are transferred to other work. The remaining posts were transferred to the Vernacular Teachers' Service. The abolition of the Lower Subordinate

service has rendered it possible to lay down a rule that none but a graduate shall be appointed to a sub-inspectorship or to a teachership of English at a Government High school.

43. The Vernacular Teachers' Service consisted of 138 posts on 1st April 1917 and has now risen in strength to 379, 117 posts having been transferred from the Lower Subordinate Educational Service, 116 from the service of head *pandits* of *guru* training schools and 26 which were previously ungraded at the Ravenshaw Girls' School, Bankipore Girls' School and Badshah Nawab Razvi Training College. The other additions have been 18 for Government High schools, 4 for Government Middle schools for boys, 4 for Government Middle schools for girls, 2 for the first-grade training schools, one for the Puri Sanskrit College, 3 for training schools for Muhammadan teachers and 2 for the Madrassa Islamia Shamsul Huda, while on the other hand 44 posts were abolished when the Government middle vernacular schools were transferred to the management of local bodies and 3 when the lower classes of New College were closed, and 5 posts of drawing-masters have been replaced by posts in the Subordinate Educational Service. This service was reorganized on 1st March 1920 and in place of five grades carrying a pay of Rs. 50, 40, 30, 25, and 20, respectively, there are now seven grades whose pay is Rs. 60, 54, 48, 42, 36, 32, and 28. Further, a special scale of Rs. 35-1-50 with a selection grade on Rs. 54-2-60 for 15 per cent. of the cadre has been sanctioned for those members of the service who are matriculates and it is proposed altogether to replace the graded system shortly, a time-scale slightly lower than the above being created for those members of the service who are not matriculates.

44. The service of head *pandits* of *guru* training schools was abolished at the same time as the Lower Subordinate Educational Service and all the teachers concerned were transferred to the Vernacular Teachers' Service.

45. The number and pay of the ministerial officers in the department have risen during the five years as follows :—

Class.	Number on 1st April 1917.	Pay on 1st April 1917.	Number on 1st April 1922.	Pay on 1st April 1922.
1	2	3	4	5
		Rs.		Rs.
I ...	9	75-5-100	10	90-5-125
II ...	12	50-2-70	16	65-2-85
III ...	37	35-1-45	41	50-1-60
IV ...	87	25-1-35	97	35-1-45
	145		164	

These figures exclude one typist at the Reformatory School who draws a special rate of pay of Rs. 40-2-60 and six probationers whose allowances are Rs. 20 each.

46. The following statement gives details as to the average pay of teachers in public institutions not managed by Government :—

Kind of employment.	In colleges.				In secondary schools.				In primary schools.				In special schools.			
	Number of teachers.	Total monthly pay.	Average in 1921-22.	Average in 1916-17.	Number of teachers.	Total monthly pay.	Average in 1921-22.	Average in 1916-17.	Number of teachers.	Total monthly pay.	Average in 1921-22.	Average in 1916-17.	Number of teachers.	Total monthly pay.	Average in 1921-22.	Average in 1916-17.
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.
Board schools ...	...	...	...	...	550	13,277	24·1	19·2	1,456	19,013	13·0	10·9	...	...	...	10·3
Municipal schools ...	...	...	...	...	9	232	25·7	24·3	356	4,945	13·8	11·6	1	22	22·0	18·0
Privately managed colleges and schools.	69	12,533	181·6	147·6	8,052	1,20,327	39·4	31·3	28,133	2,41,038	8·5	7·1	406	41,074	89·6	11·6
Total ...	69	12,533	181·6	147·6	8,611	1,33,836	37·0	29·2	29,945	2,65,896	8·8	7·2	406	41,096	89·4	11·6

NOTE 1. The figures given for 1916-17 excluded figures for European Schools.

2. The figures for special schools in 1916-17 included *maktabs* and Sanskrit *pathshalas* which are now shown as primary schools.

Mention will be made in subsequent chapters of the changes effected in the pay of the teachers at the different classes of colleges and schools, but it will be seen from the table that progress has been made, though it has been distinctly less than in the case of the teachers in Government employ. Mention is also made in the appropriate chapters of the question of provident funds for these teachers.

CHAPTER IV.

Patna University.

(*Contributed under the instructions of the Vice-Chancellor.*)

47. The report of the Select Committee on the Patna University Bill was presented to the Indian Legislative Council on September 12th, 1917. The modifications made in the original Bill in the Committee have been noticed in the last report, and no important changes were made during the subsequent discussion in the Council. The Act after receiving the assent of the Governor-General came into force on the 1st of October, 1917, and the Hon'ble Mr. J. G. Jennings, M A., was appointed the first Vice-Chancellor by the Local Government.

48. The ordinary Fellows of the first Senate and the ordinary members of the first Syndicate were specified in schedules to the Act and they continued to hold office up to the 30th of September, 1919. The first business of the Senate was to consider the draft regulations prepared, under section 14 of the Act, by the Vice-Chancellor and to submit them for approval to the Local Government. The draft regulations were first considered by a Committee of the Senate consisting of 15 Fellows, and the Senate itself, after two sittings, passed the draft regulations with some modifications. While resembling in general the Regulations of Calcutta University, they differed in many details, so as to conform with the Act and with special conditions in the Province. Perhaps the most important innovation introduced is the insistence on tutorial instruction as well as lectures in the colleges. The Regulations were submitted to the Local Government, and were sanctioned by them on February 24th, 1918, when they came into force. Up to this date, the business of the University was conducted under the rules in force in the Calcutta University, subject to such modifications as the Senate or Syndicate might by special order direct.

49. In January, 1918, the Senate recognized the Bihar and Orissa School Leaving Certificate Examination as equivalent to its own Matriculation Examination on certain conditions. The School Leaving Certificate Examination is under the control of a Board, three of whose members are elected by the University.

50. The Patna University Act does not confer upon the University the power to recognize schools. Candidates from all schools recognised by the Director of Public Instruction, provided that they have studied for one full calendar year immediately preceding the examination in a High school or schools within the province, are admitted to the Matriculation Examination. But in all cases of refusal to recognize schools or of withdrawal of recognition wide powers are given to the Syndicate under the Regulations.

51. The establishment of the University created the immediate necessity for increasing the previously limited facilities for post-graduate studies, and a scheme for establishing M. A. or M. Sc. teaching in English, History, Economics, Mathematics, Physics and Chemistry, to be followed as soon as possible by Sanskrit and Persian, was considered and finally approved by the Senate in December, 1918 and March, 1919. The new classes were started at Patna College in July, 1919. For the first two years they were placed under the control of University Lecturers in each subject appointed by the Chancellor, this method being considered the most suitable in view of the early establishment of a teaching University at Patna, which was then considered likely.

52. In order to encourage post-graduate studies further, arrangements were made for the appointment annually of University Readers on special subjects. The first appointments of four Readers for the session 1919-20 were made by the Chancellor on the recommendation of the Senate in March 1919, each Reader being expected to deliver a course of not less than six lectures. He receives a more or less nominal fee of Rs. 600, while the University is at liberty to publish the first edition of the collected lectures in each case, the copyright remaining with the author. Similar arrangements have been made in subsequent years, and augmented by the Banaili Readership in Indian Economics, for which a permanent endowment of Rs. 20,000 has been created, but with this exception their future continuance appears doubtful, in view of the financial

position of the University and the decision of Government to withdraw the grant of Rs. 1,200 for the purpose.

53. A University Library was also established in 1918, mainly with the help of Government grants amounting in all to Rs. 8,000 given in this and the following year. The Library now contains over 4,000 volumes, but its development is almost at a standstill for want of funds.

54. The term of office of the first Senate expired on October 1st, 1919, from which date the new Senate came into office. The elections were held on August 8th, 1919. The Act and the Regulations provide for substantial representation, if not a majority, of teachers on the Senate and it is to be noticed that of the eighteen members of the new Syndicate twelve were educationists; the statute gives them a majority of ten out of eighteen. The experiment is an interesting one and the results achieved so far have not given any cause for complaint. The scholastic counsels of the educationists have been saved from pedantry and rigidity by the voice of the public who have their representatives both on the Senate and the Syndicate.

55. One of the main objects of the University (which was to be partly teaching and partly federal) was the establishment at Patna of a Central University for post-graduate and other teaching. The refusal by the Government of India, under the altered conditions due to the Government of India Act of 1919, to make a substantial grant to the Local Government for the establishment of this Central Teaching University, has led to the regrettable postponement, and probably abandonment, of the plans for founding the University in the area, west of the new capital, which was acquired for the purpose. Modifications in the original scheme have become necessary and the Local Government, in its resolution dated October 25th, 1921, has undertaken to invite public criticism of the alternative scheme which its officers in the department of education are preparing. The present idea is to establish the University in the area now occupied by Patna College and other neighbouring teaching institutions, but how far this will be practicable has yet to be considered.

56. Following on the abandonment of the idea of the early establishment of the Central Teaching University, the Senate approved modifications in the regulations regarding the conduct of Higher Degree teaching which became desirable. These classes have now, pending the establishment of a teaching University, been definitely added to Patna College, and M. A. teaching in

English only has recently been added to Ravenshaw College, Cuttack.

57. The report of the Calcutta University Commission was published shortly after the University came into existence. Though dealing primarily with conditions obtaining in Bengal, the report embodied conclusions which were of far-reaching consequence, and required examination by all other Indian Universities. In March 1920, the Government of Bihar and Orissa invited the opinion of the Senate on certain matters which were considered as being of immediate urgency. The Senate appointed a Committee to consider and report on the recommendations of the Calcutta University Commission so far as they were applicable to Patna University, and on certain specific points referred to it by the Senate. The Committee was also to consider and report to the Senate on the Government letter mentioned above. The Committee held ten sittings and submitted its first report, dealing with all the points raised in the Government letter, which was considered at a special meeting of the Senate held in August, 1920. The conclusions arrived at by the Senate have lost much of their importance by reason of the abandonment, temporary or otherwise, of the idea of establishing a Central Teaching University. Briefly stated, the resolutions favoured the scheme of central teaching in the University area; deprecated any change in the respective powers of the Senate and Syndicate or in the method of control of the external colleges; recommended the exclusion of intermediate classes from the Central University, but not from the external degree colleges; recommended the establishment of the new type of intermediate colleges suggested in the Calcutta University Commission's report; also recommended that the Honours degree course should be extended to three years and the post-graduate course for such graduates be reduced to one year; and recommended the creation of a Board of Secondary Education which should conduct the High school examinations through a University delegacy, and exercise administrative control over High schools and Intermediate colleges of the new type, which might also provide for vocational training.

58. The Committee of the Senate then held eight more meetings and submitted a second report which was considered by the Senate in November 1920. Among the conclusions arrived at and the resolutions adopted by the Senate may be mentioned (1) the abolition of any age-limit for the Matriculation Examination; (2) the institution of the "compartment" system of examination; and (3) the holding of supplementary examinations for

students who had appeared or were eligible to appear at the annual examination. The first was undoubtedly a popular measure, as was evidenced by the amount of interest taken in the discussion on the subject in the local Legislative Council. The second has so far proved to be a measure of doubtful utility, as the number of candidates who have taken advantage of the system has been inconsiderable. The institution of the system of holding two examinations during the year has, at least for the present, involved the University in serious financial difficulties, and if the causes which have led to the diminution of numbers in schools and colleges do not cease to be operative in the near future, these may necessitate the reconsideration of the question.

59. Another important resolution relating to the medium of examination was adopted by the Senate. The recommendation is that the medium of examination should be the vernacular of the candidate. Considering the difficulty that would arise from the sudden adoption of this recommendation, the Senate resolved that the medium of examination *may* be the vernaculars after 1923, and *shall* be the vernaculars after 1928. The necessary change in the regulations was also adopted by the Senate, but has not yet been sanctioned by Government. The proposition appears quite a simple one but its practical application is by no means easy, as it involves very considerable changes in the system of education which has been in vogue in the High schools, more particularly when it is pointed out that it is not *one* vernacular but several that are prevalent throughout the province. The claims and needs of all classes of the peoples inhabiting the province with their varying and different vernaculars have to be taken into consideration. Already difficulty has been experienced in giving practical effect to the recommendation of the Senate with regard to the limited extension of the use of the vernaculars in the examinations relating to the oriental classical languages at the Matriculation stage.

60. Under the rules drawn up under the Government of India Act, 1919, the privilege of returning a representative to the Provincial Legislative Council was conferred on the registered graduates of the University of not less than seven years' standing. The first election was held in November 1920. The number of electors in the University Constituency was 1,163. There were two candidates, and the total number of valid votes recorded was 711. The University representative elected was not a Fellow of the University at the time, but was elected a Fellow three months later in an existing vacancy.

61.* The number of approved High schools which can present candidates at the Matriculation Examination has increased notwithstanding the recent agitation. The figures for the five years ending with 1921-22 were 116, 125, 131, 129 and 131, respectively. The number of candidates who have entered for the Matriculation Examination has varied considerably. Beginning with the year 1918, when the University held the first Matriculation Examination, the numbers have been 3,679, 3,335, 4,298, 5,033, and 2,647 (including in the last two years the Supplementary Examination). The drop to 2,647 in 1922 was very marked, but in addition to the effect of the non-co-operation agitation, the number in 1921 was abnormally increased and in 1922 decreased by the natural effect of the institution of the Supplementary Examination.

62. When the University was established there were six colleges teaching up to the Degree Examination in either Arts or Science or both, and one institution teaching up to the Intermediate standard in Arts. There was a Law College as also a Training College for teachers. Since then three more institutions teaching up to the Intermediate Arts standard have been admitted. These include the Ravenshaw Girls' High School at Cuttack. By the admission of New College at Patna as an institution teaching up to the Intermediate standard in Arts as early as July, 1919, an experiment was started of combining the four highest forms of a high school with the two Intermediate classes, thus anticipating what afterwards proved to be one of the most important recommendations of the Calcutta University Commission, *viz.*, the separation of Intermediate education from University teaching proper. In July 1920 another similar institution was given the privileges of an admitted college. It is too early yet to report on the results which may follow from the combination of Intermediate with High school teaching. The courses taught in these two institutions are still those prescribed for the University Examinations only. No vocational training has hitherto been introduced into their curricula. It has, however, become evident that closer co-ordination within these institutions than is contemplated by the existing University regulations is necessary, and that the consideration of

* The figures in this paragraph do not tally with those given in the Annual Returns as the former include statistics for schools in the Feudatory States and pupils therefrom, and again in this paragraph the figures for candidates are given by calendar years and in the annual returns by financial years. The number of candidates from Bihar and Orissa proper was 3,631 in 1917-18, 3,285 in 1918-19, 4,213 in 1919-20, 3,550 in 1920-21, and 3,528 in 1921-22, in which year the Supplementary Examination was first held. Figures for the number of recognized High schools in the Province are given in the chapter on Secondary Education

means to effect this will have to be one of the first duties of the Board of Secondary Education and the University Delegacy.

63. The number of students in the colleges has also varied considerably. The annual figures for the period under review are 3,125, 3,298, 2,980, 2,593 and 2,470, respectively. The recent falling off in the numbers both in the schools (as evidenced by the decrease in the numbers offering for the Matriculation Examination) and in the colleges has been considerable, and has injuriously affected the finances of the University. Among the causes which, it is said, have contributed to this falling off, may be mentioned economic causes, which have increased the cost of living, and the non-co-operation movement. On balance, a number of students migrate from this University to neighbouring Universities, principally to Calcutta, and this excess of migration is attributed to the comparative stiffness of the Patna examinations. A statement is given below showing the number of candidates registered for each of these examinations, as also the number of passes in them*:—

Year.	Matriculation.		I. A.		I. Sc.		B. A.		B. Sc.		M. A.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
1	2	3	4	5	6	7	8	9	10	11	12	13
1918	3,679	1,696	830	421	156	109	462	195	34	22	10	6
1919	3,335	1,386	577	305	194	82	456	190	40	15	25	13
1920	4,296	1,918	901	423	158	96	419	231	53	19	29	15
1921	3,636	1,711	738	351	119	80	380	209	59	27	28	21
1922	2,212	1,132	510	241	142	73	252	105	42	18	...	...

Year.	M. Sc.		L. T.		B. Ed.		Preliminary Law.		Int. Law.		Final Law.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
13	14	15	16	17	18	19	20	21	22	23	24	25
1918	...	...	9	8	12	11	114	67	116	72	74	44
1919	...	...	20	14	19	15	121	79	118	73	113	69
1920	...	...	20	15	14	11	146	101	127	78	117	80
1921	...	...	15	13	22	21	120	69	107	61	109	71
	...	...	21	20	18	16	85	68	63	26	44	34

* *See* footnote to paragraph 61.

As noticed already in paragraph 58 above, the Senate has resolved to hold Supplementary Examinations, and the table below gives the number of candidates appearing and passing at the several examinations .—

Year.	Matriculation.		I. A.		I. Sc.		B. A.		B. Sc.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
1921	1,307	594	220	86	35	13	112	57	18	4
1922	436	175	202	75	42	10	85	43	14	6

The figures show that the proportion of successful candidates is not on the whole lower than that of other provincial Universities in India, with the exception of the University of Calcutta, in which the increase of this proportion in recent years has been very marked. Thus for 1921 the percentage of successful candidates at the Matriculation Examination was at Allahabad 30·7, Bombay 46·5, Patna 49·3, and Calcutta 81·6; at the I. A. Examination the corresponding figures were 42·9, 57·3, 49·7 and 72·4, respectively. At the Matriculation Examination there are also marked differences between the results obtained by the schools in the various divisions of the Province. The best results are consistently shown by the schools of Chota Nagpur, and the worst by those of Tirhut and Patna, and it is evident that while the majority of schools do quite well the general average is much reduced by a few large but relatively inefficient institutions.

64. A system of compartmental examination was also introduced as noted in paragraph 58 above. The statement given below gives the number of candidates who took advantage of the concession and passed the examination after securing the higher percentage of marks required by the regulations in the subjects in which they had failed :—

	I. A.		I. Sc.		B.A.		B. Sc.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
1921 Supplementary ...	4	1	3	Nil	1	Nil	7	1
1922 Annual ...	1	1	3	1	Nil	Nil	4	1
1922 Supplementary ...	2	2	2	1	Nil	Nil	2	1

65. The principal source of revenue of the University is the fee-income received from candidates offering themselves for its examinations. It is well-known that the University conducts the higher examinations at a loss and the effect of the recent decline in the number of candidates has been that the profits on the lower examinations have diminished and the loss on the higher examinations has increased. Other minor sources of revenue are the registration fees paid by students joining the University and the fees payable by registered graduates. The former of these mainly and the latter substantially depend on the number of candidates offering themselves for the various examinations. In order to supplement its slender resources the University has started the publication of some Matriculation text-books, but in this again the profits, after meeting all expenses, cannot be expected to be large unless the numbers of students largely increase.

66. When the University was established the Government promised a recurring annual grant of Rs. 20,000 (in addition to the salary, etc., of the Vice-Chancellor) for the office establishment of the University. This sum has proved inadequate, principally because the estimate then made of the requirements of the University office was framed before the general rise in prices and wages on account of which the University has had substantially to increase the pay of its assistants. An application has been made by the Syndicate for an increase in this grant to Rs. 29,000 for 1922, and it appears almost certain that the recurring Government grant in this respect will have to be raised to enable the University to maintain itself, even in its present limited state.

67. Of public benefactions, which form an important source of revenue in Universities and educational institutions, there is not much to speak. All the endowments that have been created up to the present, with one important exception, have been for the purpose of awarding medals for the encouragement of the study of certain branches of learning. These, no doubt, serve as a source of inspiration to the students, but do not help the University in discharging its financial obligations. These endowments are (1) the Gait English Medal; (2) the Srimati Radhika Sinha Medal for History; (3) the Gidhaur Gold Medal to the first candidate at the Matriculation; (4) the Bakshi Ramyad Sinha Medal for general proficiency at the B. A. Examination; and (5) the Madhava Medal and Prize for Sanskrit. The

generosity of the Rajas of Banaili has enabled the University to found a permanent Readership in Indian Economics, permanent in the sense that the appointment of a Reader in Indian Economics must be made in each year. They have placed Rs. 20,000 at the disposal of the University for the purpose, in addition to the sum of Rs. 5,000 for the purchase of books for the Economics Section of the University Library. More of such generous donations for the advancement of learning are greatly needed.

CHAPTER V.

Arts Colleges.

68. During the period under review the number of Arts Colleges rose from 7 to 10 owing to the establishment of three second grade colleges, viz:—New College, Nalanda College, and the Ravenshaw Girls' School (college section). The number of pupils fell from 2,575 (2,269 in 1919-20) to 2,075 and the expenditure rose from Rs. 3,99,090 (Rs. 6,13,007 in 1919-20) to Rs. 7,27,096. As explained last year the non-co-operation movement accounted for a loss of about 200 pupils, while one college alone lost nearly 100 owing to the Regulation sanctioned in July, 1920, whereby students who have failed twice at the Intermediate Examination are excused further attendance at lectures. There are also believed to have been small losses due to economic causes and to migration to Bengal. The latter factor, however, does not appear to be a very serious one, for the percentage of decline in the number of students is much the same under the Calcutta and Patna Universities. The increase in expenditure is due to the opening of post-graduate classes at Patna and of three new colleges, and to the general revision of pay. The latter cause has affected the Bihar National and Tej Narayan Jubilee Colleges as well as those managed by Government.

69. The establishment of Patna University in 1917 has had a considerable effect on the work of the different colleges. The professors are no longer required to teach courses over the framing of which they have practically no control, while again tutorial work in Arts subjects for at least one hour a week in groups of not more than 15 students is now required by the Regulations for the I. A., I. Sc., B. A. and B. Sc. examinations and practical work in science subjects must be given for at least one hour a week at the Intermediate and two hours a week at

the Degree stage. There is no doubt that the larger measure of control which the college teachers can now exercise over the courses which they have to teach is stimulating their interest in their work.

70. Patna College five years ago contained Intermediate and Degree classes in both Arts and Science and informal post-graduate classes in History and Economics. It had a staff of 33 teachers and a roll of 382. In 1919 the I. A. classes were removed to the Patna Collegiate School, which was renamed New College, and regular post-graduate classes were opened in English, History, Economics, Mathematics and Sanskrit. In 1920 these were followed by post-graduate classes in Persian, Chemistry and Physics. The strength of the staff was raised by 12 in connection with the opening of post-graduate classes, while a teacher of mechanical drawing was added in 1920 and a lecturer in Mathematics in 1921. The total thus comes to 47, the number of teachers at Patna College on 31st March, 1922 being 36 and that of the college teachers at New College 11. The number of posts in the Indian Educational Service five years ago was 7, all held by Europeans: the sanctioned number is still 7 but the staff of 36 includes also 5 officers in the Indian Educational Service lent to the college, the number of Europeans remaining 7 and five Indians being associated with them. The number of students which had fallen to 277 in 1919-20 is now 355 including 86 post-graduate students against 56 such students last year. The success of the post-graduate classes is encouraging.

71. Practically nothing has been done for the college in the way of buildings during the past five years, the space required for post-graduate work having been found by removing the I. A. classes. This arrangement, however, is only a make-shift, the I. Sc. classes and the library, for instance, being quite inadequately housed. The matter depends on a decision as to what is to be done in the matter of a Central University at Patna, the whole question having necessarily been re-opened when it was known that the Government of India could not pay any part of the cost of the original scheme. An early decision on the matter is most desirable.

72. The college library now contains 14,769 books. The annual grant of Rs. 3,000 in all for books and periodicals has become inadequate and an increase is about to be sanctioned.

73. Discipline much improved during the year. Only one student became a non-co-operator while five who had left were re-admitted. I take this opportunity of acknowledging the tact

and ability with which Mr. Tipping managed the college at a difficult time: his retirement is a great loss to the department.

74. In the last quinquennial review mention was made of the fact that many of the students accepted for admission did not actually join the college, thereby causing a considerable waste of teaching power and shutting out other students. In 1918 a rule was made requiring all applications to be accompanied by the amount of the college admission fee. The result has been good: whereas 101 candidates failed to turn up in 1916 and 64 in 1917 the numbers since then have been 24, 26, 28 and 18, respectively.

75. The direct cost of the college continues to increase. In 1918-19 before the opening of post-graduate classes it was Rs. 1,28,895. Next year it was Rs. 1,56,148 and next year with the opening of post-graduate classes in Science and Persian Rs. 1,98,577. It has now risen to Rs. 2,42,000, the increase being due to the general rise in the pay of the different services. The figures for 1918-19 and previous years were affected by the absence of officers on military duty.

76. The college societies continue to be active. They include an Athletic Club, a Debating Society, a Chanakya Society, the Common Room, an Archæological and Historical Society, and a Chemical Society. The college magazine has also taken a new lease of life. The Hindu hostel was full all the year: the Muhammadan hostel has not been quite full and three of its rooms have been lent to the post-graduate classes.

77. The post-graduate students mostly receive individual tuition at the hands of their professors. Such work, though most valuable, takes up a great deal of time and increases in the staff for English and Mathematics are suggested in the professors' reports. In some cases the Fifth and Sixth Years are combined for common text-books. Of the history students in the post-graduate classes it is noted that some appear to be more interested in the Law classes which they are also attending or in search for employment, while the number of students really interested in History is not much more than one-third of the total. The number of degree students in Philosophy is rising and it is proposed to open honours classes this year. As regards Economics it is reported that the ability of the students in the post-graduate classes varies greatly and that some seem unable to follow the courses while others do well. The Physics Department report states that of two Honours and two Pass students admitted to the Fifth Year in 1921 the two latter have failed to follow the course.

78. Ravenshaw College has undergone great changes during the five years. In July, 1921, it was moved to new buildings at Chauliaganj, where in addition to liberal teaching accommodation quarters have been provided for 18 members of the staff and for 416 resident students, the cost exclusive of fittings being approximately Rs. 11 lakhs. In these fine new buildings with so many of the staff and students in residence the college should have a very bright future before it. The time must indeed be not far distant when the college will develop into a University of its own. Some such development is desirable not only because of differences of language, custom and tradition between Orissa and Bihar, but also because of the distance between Cuttack and Patna. This distance is wasteful both of money and of time. To reduce the waste the University arranges to concentrate as far as possible the meetings at which the presence of a considerable number of Orissa members is desirable but such concentration often leads to hurried work.

79. Meanwhile apart from its acquisition of new buildings the college is making progress in the direction of becoming self-contained. Within the last five years it has been granted admission in Mathematics to the Honours standard and proposals for admission in Botany to the Degree standard and for post-graduate classes in English have recently been approved. the latter having been rendered possible by a generous donation of Government paper of the face value of Rs. 50,000 by the Maharaja of Sonepur. Admission in Chemistry and Physics up to the Honours standard is the next step, and depends mainly on the acquisition of an electric plant.

80. The sanctioned teaching staff five years ago consisted of 27 members. Additional posts have since been created in Mathematics, Logic, Physics and Chemistry making the total 31 apart from the teacher of law who is referred to in another chapter. Five years ago the sanctioned number of posts in the Indian Educational Service was 3, all held by Europeans. The number now is 8, of which 2 are held by Europeans and 4 by Indians while the other two are filled on a temporary basis only. Two of the Indian members of the Indian Educational Service are *ex*students of the college. The subordinate staff of the college has also been increased somewhat during the five years, but a further increase is necessary for the proper management of the large new buildings.

81. One of the features of the new college buildings is the library provided by the generosity of the Raja of Kanika. This graceful building provides a large reading room and ample space

for many more books than the 12,000 which the college now possesses. It has only recently been completed and the furniture has not yet been fitted up, though the necessary funds have been made available. Government have also sanctioned a grant of Rs. 25,000 for the purchase of books, so that in another year or two the college should have a very fine library indeed.

82. A less satisfactory feature is the decline in the number of students, which was 475 at the beginning of the quinquennium and 368 at the end. This is attributed partly to a succession of poor harvests in Orissa and partly to the non-co-operation movement. The effect of the latter has in the main been indirect and has shown itself chiefly through a reduction in the number of admissions to the First Year class. This was only 109 last year, whereas for the previous five years the average was 200. It should be noted at the same time that the loss of students during the session, mentioned five years ago, is less than it used to be; last year the falling off was only 31. The direct expenditure on the college rose during the five years from Rs. 1,13,796 to Rs. 1,55,987 owing to the additions to the staff already mentioned and to the revision of the pay of the different services.

83. The social activities of the college continue. An excellent magazine is published and the co-operative society is doing good work. Arrangements have also been made to give all the students drill for a short period twice a week.

84. The Greer Bhumihar Brahman College at Muzaffarpur began the quinquennium with a staff of 16 teachers all outside the grades. The addition of posts in Physics, Chemistry, Logic, English and Persian has brought the number to 21. The posts have also been included in the graded services, and the college has now two members of the Indian Educational Service, 8 of the Bihar and Orissa Educational Service and 11 of the Subordinate Educational Service. The number of students has declined during the five years from 270 to 242, the decrease being mainly due to the indirect effects of the non-co-operation movement, while the direct expenditure has risen from Rs. 36,871 to Rs. 87,827 owing to the increase in the staff and the revision of its pay.

85. In November 1921 the college moved to its new buildings, which provide ample teaching accommodation together with quarters for the Principal and two hostel superintendents and rooms in the hostel for 122 boarders. Two of the old buildings of the college have also been retained; one of these will provide quarters for bachelor members of the staff and the other additional rooms for tutorial work. It should be noted

that with the additional accommodation now provided it has been possible to set aside rooms for the teaching of each of the different subjects and this again has made possible the establishment of sectional libraries from the use of which much is expected. The main library now contains 6,462 volumes.

86. The college has not hitherto been affiliated in any Honours subject, but proposals for affiliation in History to the Honours standard have just been sanctioned. The absence of any Honours work tends to deprive a college of its best students at the Intermediate stage.

87. New College at Patna was formed in the year 1919, as already noticed, by transferring the I. A. classes from Patna College to the Patna Collegiate School, the four lower classes of which were at the same time closed. There are now 178 pupils in the college classes and the expenditure last year was Rs. 39,080. The rise of 39 in the number of pupils during the past year is satisfactory. As already mentioned, the staff of the college classes consists of 11 teachers.

88. The College being in the nature of an experiment it is not surprising that a number of difficulties have been encountered. When the institution was first established no attempt was made to amalgamate the two sections, the college classes being taught by college methods and the school classes by school methods. Even then, however, there were difficulties, for the staff and students of the college section regarded it as beneath their dignity to associate with school teachers and school boys, respectively. Subsequently endeavours have been made to fuse the whole institution into one, but further problems have now arisen. Thus the teachers who were recruited for college work and the students in the I. A. classes would object to a vacation shorter than a college vacation while there is no reason why the school section should enjoy longer vacations than at present. Again some of the college teachers do not care to teach school classes, while if the teachers recruited for school work are required to teach college classes there is some risk that the standard of instruction in those classes may deteriorate. Further the teachers of the college classes do not appear to have appreciated the fact that when the institution was fused it was intended that the whole should be taught by school methods, lectures and tutorial work in the college classes being abandoned, and some of the teachers have instead done little more than lecture, abandoning their tutorial work and thus making things worse than they were before. The vacation question has not yet been decided, but I

hope that from next term the whole institution will be taught by school methods in sections consisting of not more than 40 pupils each. Proposals have also been submitted for rendering the staff more homogeneous, and I hope that in this way friction will be minimised. It should be noticed that the numbers in the school classes as well as in the college classes are tending to rise, the figure for the former being 146 against 120 in the previous year.

89. The college section has a hostel of its own, which can accommodate 72 boarders, while the boarders of the school section were until January, 1922, accommodated in two hostels, one for Hindus and one for Muhammadans, under the control of the Inspector of Students' Residences. The Muhammadan hostel has since been closed and the Hindu hostel is reported to be in need of better accommodation. Now that all the hostels have been placed under the Principal's control, I hope that it will be possible for him to make better arrangements. It should also be considered whether the ages of the pupils vary so much as to make it necessary to have separate hostels for the school and college classes. The college has the usual common room, literary societies and athletic club. The discipline during the year was not entirely satisfactory as misunderstandings occurred between the students of the two sections.

90. It will be seen from the above figures that the three Government Colleges for boys five years ago had 1,127 students on their rolls but now, including New College, they have 1,143 or an increase of 16. The aided first grade colleges, however, have not fared nearly so well, their numbers having dropped from 1,392 to 852.

91. Of the aided colleges, St. Columba's College opened the quinquennium with 11 teachers and 183 pupils and finished with 12 teachers and 116 pupils. The chief events of the quinquennium were the opening of the new science block together with Intermediate classes in Physics, and the closing of the classes in Botany for financial reasons. Considerable extensions were made to the college office and Principal's quarters, new latrines have been built for the hostels and a large piece of land has been acquired to the south of the college. On the whole however the quinquennium has been uneventful and the chief matter for comment is the fall in the number of students and the consequent financial difficulty. The decrease in the roll is attributed to non-co-operation and to the fact that fewer students now come from Bengal, while the financial

difficulty is the inevitable result of the decline in the roll number coupled with an increase from Rs. 26,556 to Rs. 30,670 in the direct cost of the college. An increase in the Government grant from Rs. 1,000 to Rs. 1,600 a month has enabled the college to tide over the difficulty. Donations of Rs. 10,000 and Rs. 2,000 from the Ramgarh Estate and Rai Bahadur Sundar Mall of Giridih, together with a recurring annual grant of Rs. 1,500 from the Ramgarh Estate, have also been of great help. The various college societies and clubs are reported to have done encouraging work.

92. The Bihar National College had 22 teachers and 588 students in 1916-17 and 23 teachers and 390 students last year, the expenditure having risen during the period from Rs. 42,226 to Rs. 67,157 owing to the increased pay given to the staff. Five years ago the Principal received Rs. 400—30—700, the professors Rs. 150—10—250 and the lecturers and demonstrators Rs. 100—10—150, but during the period under review the Principal, Mr. D. N. Sen, was appointed to the Indian Educational Service in view of his excellent work for the college, while the pay of the professors was raised to Rs. 160—$2\frac{5}{2}$—310 and of the lecturers and demonstrators to Rs. 110—$1\frac{5}{2}$—220. The increased cost, coupled with the reduction in the number of students and in consequence of the fee income, has involved the college in serious financial difficulties which have only been met by an increase in the Government grant from Rs. 1,000 to Rs. 2,400 a month.

93. The fall in the roll number is due to the causes explained at the beginning of this chapter and also partly to the fact that the fee charged in the I. A. and B. A. classes is now the same as at New College and Patna College. It should be noted in this connection that the Government colleges at Muzaffarpur and Cuttack are now actually charging lower fees than the aided colleges, the latter having had to raise their rates in order to make both ends meet.

94. The financial difficulty appears to have cramped the work of the college in many directions. Not only has it been impossible to provide the money required for the libraries and laboratories, but the funds of the different societies have had to be borrowed and have only recently been repaid. The decrease in the number of students, too, has given the different societies much smaller sums with which to manage their work.

95. During the period under review the old female ward of the Bankipur hospital was leased by Government to the College

Council and provided much needed additional space for the library, tutorial rooms, office and superintendent's quarters. A building close to the college was also acquired by Government and leased to the College Council for use as a hostel, the accommodation now available being sufficient for about 80 boarders. Government have now acquired the greater part of the old premises of the college. One portion of these had been leased to the college free of rent for 10 years, but during the year 1918-19 the lease expired and the owners asked either for a large monthly rent or that the buildings should be purchased. Government came to the rescue of the college by themselves purchasing the buildings for Rs. 35,000 and leasing them to the College Council for a nominal rent and the Council have agreed to make over the rest of their property in return for the large increase in their monthly grant. The necessary deed is now under consideration.

96. The Principal reports that the reduction in the roll number has improved the examination results and rendered it possible to give proper tutorial work, but presses for the institution of some scheme of inter-collegiate work by which his students will be able to read for Honours. As at Muzaffarpur, the absence of Honours work draws away the best students from the college at the Intermediate stage.

97. The Tej Narayan Jubilee College at Bhagalpur has suffered even more than the Bihar National College in the matter of roll numbers. Five years ago with 19 teachers it had a roll of 621 whereas now with 22 teachers the roll is 346. The direct expenditure has at the same time risen from Rs. 44,191 to Rs. 78,484, the same scale of salaries having been adopted as at the Bihar National College, except that the Principal is not a member of the Indian Educational Service but draws a pay of Rs. 450—40—850, and that the Tej Narayan Jubilee College, alone of all the aided colleges, gives its staff the benefit of a Provident Fund. A complete set of new buildings has been constructed for the college with the help of the munificent donation of Rs. 3,29,000 given by the Rajas Bahadur of Banaili. The total cost has amounted to more than Rs. 8 lakhs, the balance having been met by Government. The new buildings stand on a site outside the town and provide ample class room accommodation with quarters for the Principal, Vice Principal, four hostel superintendents and 284 boarders. The provision of more sets of quarters is a suitable object for local generosity. The new buildings were formally opened in 1921, but owing to delay in completion of the water supply and drainage arrangements they were not occupied until after the close of the period under review.

98. As at the other aided colleges the fall in the roll number together with the increase of cost have occasioned serious financial difficulties. The college is fortunate in having endowments which bring in Rs. 18,400 a year, but even so it has been necessary to raise the recurring grant from Rs. 1,000 to Rs. 2,250 a month and in addition a grant of Rs. 13,000 was given last year to pay off a deficit which had occurred. Unfortunately a serious embezzlement in the college accounts was brought to light during the past year, the greater part of the money missing having been taken from the Provident Fund. The Governing Body is discussing the action to be taken.

99. The college was affiliated up to the Honours standard in English in the year 1919. Affiliation to the B. Sc. standard in Physics and Chemistry has also been proposed but has been deferred for the present for want of funds. The new laboratories have been fully equipped by Government for teaching up to the I. Sc. standard, and a grant of Rs. 5,000 was given last year for furnishing the rest of the college.

100. The number of boarders in the hostel this year varied from 113 to 53, a decrease on the figures for the previous years. The hostels are at present all rented buildings. Now that the college has moved to the new site the number of boarders should rise.

101. The Principal complains that the Governing Body of the college is not sufficiently representative. He suggests that provision should be made to represent the Muhammadan community and interests other than those now represented.

102. The Diamond Jubilee College at Monghyr has a staff of 6 teachers against 5 at the beginning of the quinquennium, but the number of students has fallen from 56 to 37. The old buildings, which were in every way unsuitable for educational purposes, were sold in the year 1919 and the college then moved to buildings at Pirpahar, about three miles from the town, which were erected for a Central Jail but were never completed. These buildings are not unsuitable for college use, but unfortunately the distance from the town is rather large. Moreover while in 1919 there seemed every likelihood that the pressure on the other colleges and particularly on that at Bhagalpur would result in a considerable increase in the number of pupils at Monghyr it so happened that shortly after the college moved there set in the general decline in the number of college students which has already been noted. As a result the college remains too small to have any real corporate life, while at the same time like all the

other aided colleges it has been in financial difficulties, the direct expenditure having risen during the five years from Rs. 7,047 to Rs. 10,520 and the number of students having declined. This difficulty has however been met by raising the Government grant from Rs. 225 to Rs. 550 a month. No permanent improvement, however, either in the financial condition of the college or in its roll number seems probable so long as it remains in its somewhat remote buildings, and the Governing Body have set to work energetically to construct new buildings nearer the town. A sum of Rs. 66,337 has already been collected locally, a site has been acquired and an application has been made to Government for the balance of the sum required. The Governing Body, which was strengthened in 1919 by the addition of the District Judge and the Inspector of Schools in place of the Sub-Judge and the District Inspector, has also shown considerable activity in fitting up the present buildings, in collecting arrear subscriptions and in other directions. There seems some reason to hope that when the new buildings are completed and the number of college students throughout the Province again tends to rise the college may have a successful future before it.

103. The Nalanda College at Bihar was established in July, 1920, and has now 31 pupils on the roll, while the direct expenditure last year was Rs. 8,972. The establishment of the college was due to an endowment made by the late Rai Bahadur Edal Singh which yields Rs. 8,000 a year. Whether or no the college would have been successful in ordinary circumstances is perhaps open to doubt: the town of Bihar is not a large educational centre and there are many places in the Province where a second grade college would be likely to be more popular. As it was, however, the college commenced its career just before the non-co-operation movement began to make itself felt and the sums promised for hostel buildings, Principal's quarters, etc. have not materialised, while the roll number has remained very small. The college has thus been hampered by financial difficulties, it being hard to pay the staff of six teachers well and there being no money available for non-recurring expenditure. It appears also that the trustees of the Edal Singh endowment have not hitherto regularly handed over the full annual sum of Rs. 8,000 to the Governing Body but have disbursed parts of it at their own discretion for the benefit of the college, while though the college was designed in accordance with the recommendations of the Calcutta University Commission even less has been done than at New College to amalgamate the school and college sections. The future of the college is thus still uncertain ; like that at Monghyr it is too

small to have any real corporate life or to afford a well qualified staff, while its establishment has added to the difficulties of the older colleges by drawing away some of the pupils of whose fees they stand urgently in need.

104. The I. A. classes attached to the Ravenshaw Girls' School are dealt with in the chapter on the education of women and girls.

CHAPTER VI.

Professional Colleges.

105. The institutions coming under this head are the Law College at Patna, the B. L. and Pleadership classes attached to the Ravenshaw College, the Patna Training College and the Agricultural College at Sabour. The latter has not been mentioned in the annual education reports but this year the figures for it are included, as well as a report by the Principal received from the Director of Agriculture.

Law Colleges.

106. It will be remembered that the Patna University Committee of 1914 wished to make Law an under-graduate subject and to transfer the teaching of it to the University area. This scheme was considered by the Syndicate in December, 1918, with the help of the Faculty of Law, and it was decided that Law should remain a post-graduate subject, as recommended by the Calcutta University Commission, and should continue to be taught in a separate college outside the University area. The decision as regards the stage at which the teaching of Law should be begun was accepted by Government, as was that regarding the location of the college after it had been re-affirmed by the Syndicate in the year 1920 on the advice of a special committee. Proposals have accordingly been made for improving the staff of the Patna Law College, particularly with a view to the provision of suitable facilities for tutorial work, but nothing was decided during the period under review. Meanwhile the housing of the college has provided some difficulty. The opening of the quinquennium saw it housed in the old building of the Patna Training School, to which it was moved in 1915 when its previous home was acquired by the Medical Department. The Medical Department, however, again dispossessed it in 1920, and now it is held in a large rented house at Chauhatta.

107. The Governing Body of the College was strengthened in the year 1921 and now consists of a High Court Judge, the Vice-Chancellor and the Principal *ex-officio*, together with two representatives of the Bar (one of whom must be a *vakil*) nominated by the Faculty of Law, two representatives of the Syndicate, a representative of the teaching staff and one member nominated by the Local Government.

108. Apart from a slight fall in 1920-21 the roll number in the B. L. classes has risen steadily, being 272 on 31st March, 1922, against 202 five years before. In the Pleadership classes on the other hand there has been fall from 46 five years ago to 18, the decrease being apparently due to the lengthening of the course from two years to three in 1920. The staff of the college still consists of a whole-time Principal, six part-time lecturers for the B. L. classes and a lecturer for the Pleadership classes, who is remunerated by the fees received from the students. There are 21 boarders in the college hostel.

109. The Pleadership classes at Bhagalpur ceased to exist during the year 1921-22. Five years ago their roll number was 30.

110. At Cuttack B. L. classes were opened in 1920 but have not hitherto proved a success, the roll number being now only 8. It is hoped that with the opening of M. A. classes the numbers will rise. The Pleadership classes at this centre have also languished, the number being 6 against 12 five years ago. The transfer of the classes to a centre three miles from the courts may be responsible for this and the classes are now to be moved back to the old college site. During the session 1921-22 one teacher, paid by Government, managed both sets of classes ; this year the three B. L. classes will fully occupy his time even if the numbers are small, and the Pleadership classes will again be conducted by a lecturer remunerated by the fees.

Training Colleges.

111. The only institution coming under this head is that at Patna, though proposals for another college at Cuttack have been sanctioned and only await an allotment of funds. The wider scheme, under which there was to be a Training College for graduates in the University area and two institutions for teachers with Intermediate qualifications, has necessarily been postponed with the rest of the scheme for a Central University. The postponement is particularly unfortunate in this case, for at present out of 1,774 teachers of English or the classics in secondary schools only 146 are trained.

112. The staff of the Patna Training College still consists of five teachers, two of the posts being in the Indian Educational Service and three in the Bihar and Orissa Educational Service, though in practice the proportion has always been one to four. The roll number, which was raised to 40 in 1915 and temporarily reduced in 1916, was again raised to 40 in 1918 and since then 40 students have been admitted annually. In 1921, however, the system of recruitment was altered, the chief features of the new scheme being—

(*a*) The filling of one-half of the vacancies in the college by Government servants nominated by the Divisional Inspectors and of the other half by private candidates.

(*b*) The combining of academic and professional qualifications. The student with Intermediate qualifications will, on taking his L. T. Diploma, be eligible for appointments at present reserved for graduates ; and the graduate who obtains the degree of Bachelor of Education will receive his first increment in the time-scale of the Subordinate Educational Service after one year's service instead of two.

(*c*) An increase in the stipends of these two classes of students to Rs. 25 and Rs. 35, respectively, on condition that they execute agreements binding them to complete the course to the satisfaction of the Principal (save when exempted by the Principal on medical grounds) and thereafter to serve as teachers in Government schools or as Sub-Inspectors of Schools, if required, for not less than three years, on the terms indicated above, and in default to refund the amount of the stipend paid.

(*d*) The introduction of a rule that in future appointments to the Subordinate Educational Service are to be made after reference to the Principal of the Training College.

Last year two private candidates were admitted to the B. Ed. and 18 to the L. T. class. In 1919 the age-limit for admission was reduced from 40 to 30.

113. In 1918 the Patna University courses were adopted in place of the Calcutta courses. The college is strongly represented on the Faculty of Education and the staff has thus in practice a large measure of control over the curriculum.

114. The closing of the lower classes of the Patna Collegiate School in 1919 has handicapped the college in its practical work. This is now spread over the school classes of the New College, the Ram Mohan Ray Seminary and the Anglo-Sanskrit School. These institutions are, however, not under the Principal's control and though in some cases the school authorities are most helpful this is not always so, while the schools are apt to vary in efficiency. The problem is a difficult one, but again is connected with the future of the Central University and its solution is therefore likely to be delayed.

115. Last year all the students went through a course as Boy Scouts in addition to their other work. I hope that some, at least, of them will carry on this work in their schools. Courses of lectures were also given as usual, on hygiene, first aid and blackboard work.

116. The direct cost of the college in 1921-22 was Rs. 56,897 an increase of Rs. 2,891 over the figures for the previous year. Comparison with 1916-17 would be misleading as there were then only 20 students.

Sabour Agricultural College.

(Contributed by the Principal, Mr. C. S. Taylor).

117. At the beginning of the period under review there were two regular courses of study, which were regulated by periodical and final examinations. These courses were the old diploma course, which was of three years duration and came to a close in 1918, and the newer certificate course, which was started in 1916. This latter was two years in length, and was chiefly distinguished from the former by the fact that the elements of the sciences underlying agriculture were taught more simply and at less length. Consideration also was only given to such parts of these sciences as had a direct bearing upon agricultural practice. The time given to agriculture was very little less than that in the three years course, and in consequence the time given to the study of the allied sciences was severely curtailed, in order to fit the course into the two years allowed. It is probable that the former course was the better from the point of view of education. This latter course was, however, drawn up partly because it was found that the old course was not attracting large numbers of applicants of the right class, and in the hope of attracting that class. It was also intended as a means of preparation of candidates for the lower subordinate grades of the various agricultural departments. With this idea a system of stipends was instituted by a previous Director of Agriculture, Mr. Milne, in which stipendiaries were

first sent for a period to the various Government farms and then after training on those farms to Sabour for the certificate course. It is true that after the institution of this course the numbers in each year of the College were largely increased. It is, however, to be feared that this was more due to the simultaneous increase in the number of posts and prospects in the various agricultural departments than to any other cause. From time to time genuine cases have occurred in which the student has not come purely with a view towards employment under Government, but such cases have been few and far between. Very few of the members of the staff hold purely teaching posts and the majority include both investigation and teaching among their duties. In consequence of this fact it has been almost impossible to form an accurate idea of the actual cost of the college as a teaching institution, as in some cases the larger part of the activities of the officers on the staff are connected with work which is totally dissociated from teaching.

118. It will be seen from the attached table that the popularity of the college course took a sudden rise in 1918-19 when there were admitted 40 students, the total number admissible, bringing the number present in college to 52.

Regular students.

Session.	No. of students in the College at the beginning of each session.					No. sitting for the final examination.					No. passing the final examination.				
	Bengal.	Bihar and Orissa.	Assam.	Nepal.	Total.	Bengal.	Bihar and Orissa.	Assam.	Nepal.	Total.	Bengal.	Bihar and Orissa.	Assam.	Nepal.	Total.
	DIPLOMA.					DIPLOMA.					DIPLOMA.				
1917-18 ...	5	...	4	...	9	5	...	4	...	9	3	...	4	...	7
	CERTIFICATE.					CERTIFICATE.					CERTIFICATE.				
1917-18 ...	12	7	6	..	25	7	2	3	...	12	5	2	2	..	9
1918-19 ...	33	9	10	...	52	3	5	4	...	12	2	4	3	...	9
1919-20 ...	41	10	6	...	63	15	1	5	...	21	11	1	5	...	17
920-21 ...	42	19	6	1	68	18	8	...	...	26	11	3	...	...	14
1921-22 ...	36	17	3	1	57	15	6	...	1	22	13	4	...	1	18

There have been, as a rule, many casualties after the first year examination, and attempts have been made from early in each course to dissuade the parents from wasting their money on hopeless cases. This latter has naturally been a matter of great difficulty, and the first year examination has been the first bar, at which it has been found possible to weed out the undesirables. These failures have never been promoted to the second year, and in some cases have been refused re-admission as hopeless. In the majority of cases, however, students have been tried for a second time at the first year course, before they have been finally rejected. Since 1918-19, then, the numbers present in the two years together have been between 50 and 70 at the beginning of each session. The full complement of the two years is 80, but owing to the weeding out process, to which reference has been made, there have always been less than this number in residence.

119. In addition to these regular courses there has also been held a short vernacular course, without an examination, in each of the two main seasons, *kharif* and *rabi*, of the year. These courses were intended for the sons of cultivators and have not been largely patronised. The students in this class have not been counted in the numbers given in the college. No fresh students are being admitted in 1922-23 and it is anticipated that the college course will close at the end of March, 1923.

120. During the quinquennium the following increases have been made in the pay of the staff. In the case of officers of the Imperial Service the maximum pay has been raised from Rs. 1,000 to Rs. 1,750. In the case of provincial officers there were two grades at the beginning of the period, one from Rs. 250 to Rs. 400 and one from Rs. 150 to Rs. 250. In 1920 the whole cadre was amalgamated and the present scale rises from Rs. 250 to Rs. 750 with an efficiency bar at Rs. 550. The previous scale of pay of demonstrators was from Rs. 75 to Rs. 150. In 1921 it was altered to a scale ranging from Rs. 60 to Rs. 175 with an efficiency bar at Rs. 100, while their designation has been changed to that of Junior Scientific Assistant.

121. There is no recognised tutorial work done in the college. The hostel is supervised by one of the gazetted officers under the control of the Principal.

CHAPTER VII.

Secondary Education.

122. Including middle vernacular schools, the total number of secondary schools of all classes for boys and girls, both Indian and European, rose during the five years from 483 to 567 and

the direct expenditure on them from Rs. 17,13,017 to Rs. 23,39,590, the expenditure from public revenues rising from Rs. 4,94,594 to Rs. 9,96,031, but there was a fall from 72,891 to 59,003 in the total number of pupils.

123. Taking only secondary schools for Indian boys, with which this chapter is primarily concerned, the following table gives the necessary statistics :—

—	1916-17.	1920-21.	1921-22.
1	2	3	4
HIGH SCHOOLS.			
Number of schools	100	118	119
Number of pupils	34,734	25,269	24,645
Direct expenditure	Rs. 9,857·24	Rs. 13,28,828	Rs. 13,18,202
Average cost per school	Rs. 98,57·2	Rs. 11,261·5	Rs. 11,07·3
MIDDLE ENGLISH SCHOOLS.			
Number of schools	226	259	257
Number of pupils	23,415	21,849	19,270
Direct expenditure	Rs. 3,89,168	Rs. 5,57,338	Rs. 5,53,275
Average cost per school	Rs. 1,721·7	Rs. 2,151·8	Rs. 2,152·8
MIDDLE VERNACULAR SCHOOLS.			
Number of schools	130	158	159
Number of pupils	11,635	11,815	11,323
Direct expenditure	Rs. 1,48,764	Rs. 2,22,097	Rs. 2,25,897
Average cost per school	Rs. 1,144·3	Rs. 1,405·7	Rs. 1,420·7

The increase in the number of schools of all classes is gratifying; it is interesting to note that during the previous five years the number of High Schools rose by 9 and that of Middle English Schools by 38, while the number of Middle Vernacular Schools declined by 3. There has thus been a large increase in the rate of expansion except in respect of Middle English Schools, and there the slight fall in the rate is fully accounted for by the more rapid progress in the conversion of such schools into High

schools. The decline in the number of pupils is due to general causes mentioned elsewhere in this report, particularly to the non-co-operation movement, which caused six High Schools to declare themselves as national schools. Economic causes also played their part and at secondary schools their effect was perhaps greater than at other institutions, for it was found necessary in the year 1921 to raise the fees at all Government and aided High and Middle English Schools in order to enable the pay of the teachers in aided schools to be improved. This accounts for an increase from Rs. 16-4-4 to Rs. 18-12-3 in the average annual fee paid by a pupil in a High or Middle English School. At the same time public revenues now pay 36·3 per cent. of the cost of these schools against 21·7 per cent. five years ago and 31·4 which was the figure for the whole of India in 1920-21, so that even now the proportion of the cost of secondary education which is met from fees can scarcely be termed excessive, and it should be noted that in the year 1918 the admissible percentage of free studentships in High and Middle English Schools was raised from five, or in some cases eight, to ten. Another cause which has operated to keep down numbers is the general belief that the matriculation standard of Patna is higher than that of Calcutta. This has led to results both desirable and undesirable. It has checked the flow to schools in this Province, and particularly to schools at Chapra, of pupils who found the Calcutta standard easier than that of Allahabad; on the other hand it has certainly done something to cause boys from this Province to migrate to Bengal. The other causes of such migration are, however, apt to be forgotten: apart from any question of standard, boys from schools in Manbhum are likely to go to colleges such as that at Bankura which are nearer to their homes than any of the colleges in this Province, and also a large number of persons from this Province have relatives in Calcutta with whom they can conveniently live during their education, the number of natives of this Province resident in Calcutta at the time of the last census being more than a quarter of a million. Another cause of the fall in numbers is the poor pay given to the teaching staff. This point is mentioned later, but it should be noted here that teachers, who are not contented with their prospects and whose salaries in many cases do not amount to a living wage, are not likely to have that influence over their pupils which was particularly necessary in the difficult times when the non-co-operation movement was at its height.

124. During the five years five specially important changes took place in connection with secondary education. In the first

place, when the Patna University was constituted in October 1917, the Director of Public Instruction was authorised to permit schools to present candidates at the Matriculation Examination, a power which had formerly been exercised by the Syndicate of the Calcutta University. It was provided in the rules that should the Director desire to refuse recognition to a school which applied for it or to withdraw recognition from a school already enjoying it, the concurrence of the Syndicate should be necessary and that in the event of a difference of opinion between the Director and the Syndicate there should be a reference to the Local Government. During the five years no such reference was necessary. At the time when the new rules came into force some doubt was expressed as to whether the new arrangements might not make it difficult for schools to obtain recognition. The figures already quoted show that this fear was baseless.

125. A second important change was the introduction of a School Leaving Certificate Examination for High Schools. The scheme for this was devised by a committee which met in August 1914, but effect was not given to it until the Patna University was constituted. An important feature was the institution of special courses designed to prepare students for commercial or clerical careers or for further instruction in special institutions. The examination at the end of the course was to be divided into three parts, namely, a scrutiny of the record of progress in school, a public examination, and, in the case of those candidates who fail in one subject only at the public examination, an examination conducted *in situ* by the Inspector, with such assistance as he might require, in order to obtain a final decision. Thus, while at the Matriculation Examination a student passes or fails on the written work done on one occasion, the new scheme while giving due weight to a written examination was also to take into account the work done during the period spent in school. The scheme was to be introduced in all Government High Schools and in as many selected schools, aided or unaided, at stations where there are Government High Schools, as might succeed in obtaining recognition. The first examination was to be held in the year 1921.

126. The examination was to be controlled by an Administrative Board assisted by a Board of Studies. The former was to consist of the Director and Assistant Director *ex-officio* together with eight members appointed by Government, of whom three were to be appointed on the nomination of the University and two were to represent recognised non-Government schools. At least three of the members were to be non-officials.

The Board of Studies, which was to consist of eight members was to be formed from among the members of the Administrative Board together with such other persons selected by them and approved by Government as might be necessary. The University has agreed to accept the School Leaving Certificate as equivalent to a Matriculation Certificate, provided the candidate has passed in certain specified subjects.

127. The scheme thus described has not yet made any great progress. The first examination was held in 1921 when 216 candidates were presented by 27 schools, while in the following year 28 schools presented 313 candidates. The principal reason for the want of progress is rightly attributed by the Registrar of Examinations, who has replaced the Assistant Director as *ex-officio* Secretary, to the fact that hitherto for financial reasons it has only been possible in very few cases to provide for the teaching of subjects other than those already included in the Matriculation course. If such subjects are not taught, the courses for the School Leaving Certificate and Matriculation Examinations are almost identical, and owing to the prestige of the latter many more candidates appear at it, though schools are permitted to prepare candidates for both examinations and candidates may appear at both if they so wish. The School Leaving Certificate Examination cost Rs. 5,752 in 1921 and Rs. 6,977 in 1922, an expenditure which is scarcely justified by the small number of candidates. I have always thought that it should be possible to combine the two examinations, placing them under the management of some agency which should examine both in the subjects required by the University and in the various non-University subjects, such as drawing, domestic science and office work. The recent constitution of a University Examination Delegacy for Secondary Schools should facilitate this change.

128. A third important change made during the five years was the transfer during the year 1918 of Middle English Schools from the control of local bodies to that of Government in order that those bodies might be free to devote their whole attention to vernacular education. At the time of the transfer all the schools previously managed or aided by local bodies were converted into schools aided by Government, for the direct management by Government of schools in remote rural areas would have caused a number of difficulties. The whole sum required for grants to the schools was provided by Government without any reduction in the grants to local bodies, so that the latter were

enabled to spend on vernacular education the sums which they had previously spent on Middle English Schools.

129. A fourth change of considerable importance was the abolition of the age-limit for Matriculation in the year 1921. How far this will affect standards remains to be seen. Much depends in this respect on the length of the school course. This is still as shown in the table facing page 81 of the last Quinquennial Review on Education in India, though the numbering of the classes given in that table has since been revised, the numbering now commencing with class I at the beginning of the infant stage and rising to class VIII at the top of a vernacular school and class XII at the top of a High School.

130. The fifth important change relates to the introduction of the vernacular as the medium of instruction. It has been decided that with effect from next year translation to and from the oriental classics at the Matriculation stage shall be from and to the vernaculars instead of from and to English as in the past. This is a comparatively minor change and was very generally supported by educationists, though some feared difficulties owing to the similarity between some of the vernaculars and the connected classics. At the same time this change has shown some of the difficulties likely to arise in connection with the wider recommendation now pending with Government that the Matriculation Examination, except in the subject English, should be conducted through the medium of the vernacular. The Patna University recognises five vernaculars, namely, Hindi, Urdu, Parbatia, Bengali and Oriya, and four oriental classics, namely, Sanskrit, Pali, Arabic and Persian. Should candidates desire to offer Sanskrit *plus* Urdu, or Arabic *plus* Hindi or Pali *plus* Parbatia or many other such combinations, there would be a difficulty in obtaining qualified examiners and in maintaining a standard. Accordingly it has been decided that a student, for example, who takes Arabic or Persian must take Urdu as his vernacular and that if he does not do so, he shall have the option of answering in English. Some similar concession would probably make the introduction of the vernacular medium much more generally acceptable. If every student in a High School is compelled to study through the medium of a vernacular and if a school, as is often the case, possesses boys with three or even four different vernaculars, then unless some concession is granted, either three or four vernaculars will have to be taught or some boys will have to study through the medium of a vernacular not their own or some will have to be turned away. The first course can seldom be practicable for financial reasons, while the adoption of the second would defeat the

main object of introducing the vernacular medium, and the third course would clearly not be desirable. It seems to me therefore desirable that schools should provide instruction through the medium of one vernacular or two vernaculars, but that for minorities an option of English should be allowed. This point is now under the consideration of the Education Committee.

131. To revert to statistics, the number of High Schools managed by Government has risen during the five years from 22 to 23, that of aided schools from 47 to 63 and that of unaided schools from 31 to 33. The new Government High School is in the New Capital at Patna. It is interesting to notice that the fall in the number of pupils is very much less in Government and aided schools than in other cases; for the former it is less than 15 per cent. of the old roll, while for unaided schools the figure is over 51 per cent. As the non-co-operation movement aimed at attacking schools directly supported by Government, these figures show, I think, that the discipline in Government and aided schools is much better and that in such schools the teachers have more control over their pupils. The increase of 19 in the number of High Schools is due to the recognition of 11 new schools in the Patna Division, 7 in Tirhut, 7 in Bhagalpur, 3 in Orissa and 2 in Chota Nagpur. At the same time 6 schools have been converted into national schools, namely, the Maharani Lakshmivati Saraswati Academy at Laheria Sarai, the Goreakothi High School in Saran, the Satyabadi High School near Puri, the Bhumihar Brahman Collegiate School at Muzaffarpur, the Kharagpur High School in Monghyr and the Marwari High School at Darbhanga. Five other schools have lost their recognition, namely the K. J. Academy at Arrah, the Edward Memorial Institute at Chapra, the Chapra Collegiate School, the Sursand High School and the Nagendra Bala Academy at Chapra. It should be mentioned in connection with these figures that the statistics for High Schools throughout this report still include the school classes of the three Intermediate Colleges started in accordance with the recommendation of the Calcutta University Commission, namely, the New College at Patna, the Nalanda College at Bihar and the Ravenshaw Girls' School. I have dealt with these institutions in another chapter, but it seems desirable that the form of the General Tables should be so modified that each of these institutions may be shown as one rather than as two.

132 The only changes in the curriculum for secondary schools made during the five years are the introduction of a wide series of optional subjects in connection with the School Leaving Certificate scheme, and the prescription by Patna University of History and

Geography as compulsory subjects for Matriculation. The chief questions under discussion are the vernacular medium of instruction and the possibility of giving more vocational teaching, both of which questions are now being considered by committees. There is also a feeling that the number of compulsory subjects at the Matriculation stage is too large and history and geography, which have hitherto been separate subjects, are now to form one group so that a candidate may be able to atone for weakness in the one by proficiency in the other. Moral instruction continues to be given at all schools for at least one short period every week, but it is reported that there is a general desire for more definitely religious instruction and this matter too is under consideration. The teaching of drawing has been much improved at many of the Government schools owing to the appointment of more teachers trained at the Calcutta School of Art; of the 23 Government High Schools for boys, there now remain only 11 which have not well-qualified drawing masters. It is reported that the use of keys and similar books is discouraged as far as possible, but that it is still much too common. Mention is made in a later chapter of the system of medical inspection of schools and lectures on hygiene: before a school candidate can be admitted to the Matriculation Examination he has now to produce a certificate that he has attended not less than ten lectures on hygiene delivered by a medical man of a status not lower than that of an Assistant Surgeon.

133. Associations have been formed of the Headmasters of the High Schools at Patna, Gaya, Arrah, Cuttack and other centres to decide local problems. Endeavours are also made as far as possible to secure that the teachers in each school are fully consulted by the Headmaster and have opportunities of expressing their views. For this purpose each High School has its Teachers' Association, though in some cases these do not meet as regularly as they should.

134. The lack of trained teachers of English still constitutes a serious difficulty, the total number of teachers of English and the classics in High and Middle Schools being 1,774 and the number of them who are trained 146. I have mentioned in chapter VI a proposal for opening a new Training College at Cuttack which I hope will result in a substantial improvement in the proportion of trained teachers. As regards vernacular teachers for secondary schools, it will be seen from a subsequent chapter that matters are more satisfactory, about 70 per cent. of such teachers being already trained and the supply being practically equal to the demand.

135. Complaints have from time to time been received that the total number of teachers allowed for aided High and Middle English Schools is inadequate. The standard scale now in force allows 11 teachers for a High School of eight classes with 150 pupils or more, while for a Middle English School with eight classes the number of teachers allowed is 5. At High Schools one of the teachers has to do the clerical work in addition to his other duties and it is urged that whole-time clerks are necessary. In Middle English Schools it has in many places been found necessary to do away with the lowest classes, so that the five teachers may be able to manage the remainder. This last solution has a good deal to commend it, since the infant and lower primary classes may well be taught by teachers whose pay is less than that prescribed for middle schools and in buildings of a humbler kind.

136. As regards Middle English Schools there were five years ago 4 schools managed by Government and 36 managed by local bodies, while the number of aided schools was 146 and of unaided schools 40. The number of Government schools has now risen to 8, namely, the five schools attached to the first-grade training schools, two schools in Angul and one in the Kolhan, while owing to the change of management already mentioned there are no schools now managed by local bodies, but the number of aided schools has risen to 197. The number of unaided schools is 52 and I fear that many of these are in a precarious condition, but I have asked for an additional allotment to enable me to bring some at least of these on to the aided list and I hope that I shall soon receive it. Several reports urge the desirability of the establishment of a public examination at the end of the Middle English course. This, it is thought, would popularise the schools and keep up the standard of work.

137. Of the Middle Vernacular Schools, five years ago 14 were managed by Government and 76 by local bodies, while 34 were aided and 6 unaided. All the Government schools except one at Daltonganj and one in the Santal Parganas have now been handed over to local bodies, and the figures for schools managed by Government and by local bodies are now 2 and 109, the number of aided schools being 44 and of unaided schools 4. The Vernacular School Leaving Certificate Examination, which was first held in the year 1918 and is now held at all the schools, has undoubtedly increased their popularity, but it is financial reasons alone which prevent the majority of these schools from being converted into Middle English Schools. Any such conversion would be in some ways regrettable, for the Middle Vernacular Schools are in many cases very efficient and

also do much to supply the department with teachers. They also provide a good and cheap education for poor boys, and if arrangements could be made for boys from these schools to pass easily on to the High School course many a boy would be able to com plete the middle course near his own home and his parent would have no cause to send him away to a High School at a tender age. Unfortunately for one reason or another the special English classes provided at some Government High Schools for ex-students of Middle Vernacular Schools have not always been successful. Four years ago such classes were in existence at the Muzaffarpur and Palamau Zila Schools and these two are still well supported, but a class started at Gaya in 1918 proved a failure and has since been closed. Experimental classes have been started this year at Arrah and Chapra. It would seem that the glamour of English teaching at an early stage is too bright to resist.

138. During the five years the pay of the teachers at secondary schools has undergone some improvement. So far as Government schools are concerned the changes have been explained in the chapter relating to the pay of the educational services while the position in other schools may be seen from the following figures :—

Class of school.	Average pay of a teacher in—	
	1916-17.	1921-22
Board school	19·02	24·1
Municipal school	21·3	25·7
Privately-managed school	31·3	39·0
Total	29·2	36·6

The teachers in aided schools would have received a larger increase, but for the heavy fall in the number of pupils, for, as already mentioned, the fees in all Government and aided High and Middle English Schools were raised in the year 1921 and the whole of the sum so realised has been earmarked for raising the pay of the teachers in aided schools. When the numbers rise again, the teachers should benefit substantially, but

in any case the rates of pay will still remain very low. Five years ago the average pay of a teacher in a privately-managed secondary school in this Province was lower by Rs. 3·4 than the average for the whole of India. It is true that the rates have now risen, but the increase of 24·6 per cent. is scarcely commensurate with the general rise in the cost of living.

139. The question of pay moreover cannot be considered without reference to provision for the teachers' old age. The teachers of Government schools have their pensions and the teachers of Board schools have in most cases the right to contribute to a Provident Fund. A fund has also been started by Government for those teachers of Middle English Schools who had the right to contribute to a fund so long as their schools were managed by local bodies, but lost that right when the schools were converted into schools aided by Government. Very few of the other teachers, however, have anything to look forward to when they retire and the institution of some form of Provident Fund would be one of the best incentives to good men to join the profession. There are, it is true, a certain number of schools which have funds of their own, but the number of these is not large and for financial reasons it is not likely to become so unless Government can see their way to help. The High Schools which are mentioned as having Provident Funds are those at Khagole, Buxar, Barh, Bihar, Bettiah and Gopalganj and Mukharji's Seminary at Muzaffarpur. The Dumraon and Tikari Estates pay pensions occasionally to old teachers of approved service. In Chota Nagpur 90 teachers in secondary schools under private management are contributing to Provident Funds.

140. A good deal has been done during the five years to improve the buildings of High Schools. Most of the Government schools are now well housed, notable exceptions being those at Bhagalpur, Daltonganj, Sambalpur and Dumka, for which building schemes have been pending for a long time for want of funds. Grants amounting to Rs. 10,000 or more were given during the five years to the following boys' High Schools :— St. Paul's High School at Ranchi (Rs. 12,367), the Sahebganj High School (Rs. 14,396), the Bargarh High School (Rs. 23,000), the Khurda High School (Rs. 20,000), the Samastipur High School (Rs. 14,769), the Kendrapara High School (Rs. 13,122), the Jamalpur High School (Rs. 11,820), Baldev's Academy at Dinapore (Rs. 10,000), the Jehanabad High School (Rs. 14,000) and the Rajmahal High School (Rs. 10,000). It will be noticed that no more very large grants, such as those of Rs. 40,000 and Rs. 35,310 given during the previous quinquennium to the

High Schools at Nawadah and Aurangabad, respectively, have been sanctioned. Such grants encouraged the erection of buildings of an extravagant design and the completion of the projects has left the school committees with no income from investments to help to meet the recurring cost of the schools. The buildings erected at Khurda and Bargarh, for instance, have been much cheaper, but are of as satisfactory a type as could be desired. Several new buildings have also been constructed for Middle English Schools.

141. During the five years substantial sums were allotted for improving the furniture of the Government High Schools and most of these are now well-equipped with strong and convenient desks. At other schools much remains to be done in this direction and the fact that a well-designed desk can do much to prevent boys from stooping and may thereby greatly benefit their health is apt to be forgotten.

CHAPTER VIII.

Primary Education.

142. The primary education of the masses is necessarily recognised as one of the most important duties of every country which has representative Government, and has acquired a new and special importance in India in view of the large number of voters recently enfranchised. Considering the immense importance of this branch of education it is the more disappointing to have to record that the number of pupils in primary schools is less now than it was five years ago. The number of primary schools of all classes for boys and girls, both Indian and European, has fallen during the five years from 25,804 to 24,956 and that of their pupils from 705,082 to 688,188 but the expenditure has risen from Rs. 29,00,046 to Rs. 36,15,436. The number of primary schools of all classes for boys has fallen during the five years from 23,280 to 22,448 and that of their pupils from 646,484 to 629,666 but the expenditure has risen from Rs. 25,99,511 to Rs. 32,42,545. Taking only primary schools for Indian boys, with which this chapter is specially concerned, the decrease is from 23,274 to 22,443 in the number of schools and from 646,345 to 629,590 in the number of pupils, but there has been an increase from Rs. 25,86,470 to Rs. 32,35,306 in the expenditure.

143. The following figures show the position in the different districts :—

Name of district.	Area.	No. of managed, aided and stipendiary primary schools for Indian boys in—			No. of unaided primary schools for Indian boys in—			No. of pupils in primary schools for Indian boys in—		
		1916-17	1920-21	1921-22	1916-17	1920-21	1921-22	1916-17	1920-21	1921-22
1	2	3	4	5	6	7	8	9	10	11
Patna	2,121	1,034	1,055	1,071	250	193	208	35,267	35,559	35,749
Gaya	4,714	1,349	1,385	1,122	188	207	212	45,503	45,916	47,780
Shahabad ...	4,353	677	980	979	62	60	28	29,186	31,329	30,100
Saran	2,683	954	552	738	134	63	15	31,880	26,868	22,169
Champaran ...	3,531	700	541	561	110	47	58	20,111	17,079	16,180
Muzaffarpur ...	3,036	1,023	1,125	1,136	216	92	93	35,139	38,775	35,845
Darbhanga ...	3,343	1,175	1,243	1,272	263	133	124	50,564	41,583	40,339
Monghyr ...	3,961	1,091	1,099	1,090	251	231	249	34,495	40,186	38,290
Bhagalpur ...	4,226	838	868	875	258	233	194	31,550	35,206	32,561
Purnea ...	4,998	690	1,026	913	291	123	250	25,836	30,251	31,606
Santal Parganas	5,479	827	954	966	165	130	102	30,042	35,025	35,047
Cuttack ...	3,654	1,799	1,497	1,611	1,436	1,501	1,560	62,953	60,231	60,446
Balasore ...	2,085	961	790	799	705	656	635	42,953	37,931	38,053
Puri	2,499	743	741	729	788	562	551	31,083	27,197	28,218
Sambalpur ...	3,824	222	229	235	10	40	35	14,175	14,125	14,015
Angul	1,681	229	230	231	...	1	1	8,943	8,265	8,024
Hazaribagh ...	6,985	528	547	495	135	68	110	17,230	15,599	16,003
Ranchi ...	7,102	775	1,051	1,070	367	123	99	27,238	28,103	29,158
Palamau ...	4,916	320	333	253	60	20	30	9,049	8,794	6,918
Manbhum ...	4,147	878	937	930	156	70	103	31,013	29,745	31,175
Singhbhum ...	3,038	340	340	337	42	27	10	11,135	11,958	11,0
Total ...	83,282	17,362	17,853	17,693	5,912	4,734	4,780	646,345	644,189	629,590

These figures, and indeed all the figures in this chapter unless the contrary is stated, include the three heads primary schools, recognised *maktabs* and recognised Sanskrit *pathshalas*, which were shown as separate in the general tables attached to the last Quinquennial Review though they were consolidated in a table for districts similar to that given above.

144. In the matter of expenditure progress has been constant. In 1916-17 the expenditure from public funds was

Rs. 12,17,348 of which local funds provided a net sum of Rs. 89,590 over and above Government grants paid through the local bodies. In 1920-21 the total expenditure from public funds was Rs. 16,40,192 and the net expenditure from local funds Rs. 1,85,677, while in 1921-22 the gross expenditure from public funds was Rs. 17,71,590 and the net expenditure from local funds Rs. 2,95,640. The increase in the expenditure by local bodies from their own resources is distinctly gratifying.

145. In the matter of schools and pupils there have been fluctuations during the five years but a steady fall since 1919-20 as the following table shows :—

Year.	Number of primary schools for Indian boys.	Number of pupils in primary schools for Indian boys.
1	2	3
1916-17	23,274	646,345
1917-18	23,265	652,439
1918-19	23,046	634,946
1919-20	23,117	655,554
1920-21	22,587	644,169
1921-22	22,443	629,590

The causes for this set back are not difficult to ascertain. In the first place it was at the end of the year 1920 that the non-co-operation movement began to make itself felt, while in the second place it was early in the same year that the general increase of prices occurred which affected all classes of the community. This rise in prices has affected the schools in two ways, for not only has it made it impossible in most cases for a person to live on the meagre income which the teacher of a primary school still receives, but also it has rendered it difficult for parents to pay fees or even to spare their boys to go to school when they might be earning their living by agricultural work or at any rate saving their parents the cost of employing paid labourers on the greatly increased rate of wages now prevailing. During the year 1920-21 enquiries were made in 49 villages containing 9,491 boys between the ages of 5 and 16. Of these boys 2,467 were at school and 7,024 were not. Of the

boys not at school, 46·03 per cent. were stated to be kept away by poverty, 33·78 per cent. because they were required to earn a living, 17·58 per cent. owing to unwillingness or indifference on the part of their parents and 2·61 per cent. owing to the absence of further educational facilities locally. Too much reliance cannot be placed on these figures, but they show, I think, that economic stress has had a very serious effect on primary schools. Some Boards, notably that of Saran, are determined to pay their teachers a living wage at any cost and have therefore had to curtail substantially the number of stipendiary schools. The figures for Bhagalpur, Purnea, Palamau, Puri and Hazaribagh indicate a similar policy: of these districts the three former apparently went ahead somewhat too fast in the previous year and have now had to retrench. Other causes also have entered into operation, such as the influenza epidemic of 1918-19, to which nearly three-quarters of a million deaths in the Province were attributed, and indifference on the part of parents, though this latter cause again may be traced to the poor class of teaching which perhaps is all that can be expected of ill-paid teachers.

146. The question of the pay of the teachers indeed is one on which too much stress cannot be laid. The following table shows the pay of teachers in different classes of public primary schools not managed by Government; the schools managed by Government are only 115 in number, being the practising schools attached to training schools.

Nature of employment.	Number of teachers in 1921-22.	Monthly pay in 1921-22.	Average monthly pay in 1921-22.	Average monthly pay in 1916-17.
1	2	3	4	5
		Rs.	Rs.	Rs.
Board schools	1,456	19,013	13·1	10·9
Municipal schools ...	356	4,945	13·9	11·6
Privately-managed schools ...	28,108	2,39,464	8·5	7·1
Total ...	29,920	2,63,422	8·8	7·2

These figures will repay a careful study, especially when it is remembered that the average fee-income in a primary school has dropped during the five years from Rs. 37·4 to Rs. 36·1 a year. Whether the present pay of Rs. 8·8 or the increase of 22 per cent. during the past five years is considered, it will be seen that the teacher is badly off when compared with many a menial. Nor must it be forgotten that while the average pay is Rs. 8·8 there is a very large number of teachers who receive much smaller sums. A census was taken showing the number of teachers in receipt of stipends of various amounts on 31st March 1921, and it was found that 2,020 were drawing Rs. 2; 7 Rs. 2-8-0; 5,223 Rs. 3; 51 Rs. 3-8-0; 989 Rs. 4; 29 Rs. 4-8-0; 816 Rs 5; 4 Rs. 5-8-0; 4,459 Rs. 6; 3 Rs. 6-8-0; 122 Rs. 7; 145 Rs. 8; 6,965 Rs. 9; 2 Rs. 9-8-0; 589 Rs. 10; 478 Rs. 11, and only 818 Rs. 12 or more. These figures speak for themselves.

147. There are other points in the figures which require consideration, particularly as regards the number of schools. In the first place, though it is true that the number of primary schools has decreased during the five years from 23,274 to 22,443, the decrease is confined to unaided schools as the following figures will show :—

Year.	Number of managed, aided and stipendiary schools.	Number of unaided schools.	Total.
1916-17 ...	17,362	5,912	23,274
1921-22 ...	17,663	4,780	22,443

The decrease in the number of unaided schools is due partly to the want of funds to assist such schools and partly to the fact that some of the schools previously in existence were redundant. The total number of primary schools is indeed even now much the same as that considered necessary for the whole Province in the ten years' programme to which reference is made later, the total given in that programme being 22,718. Some rearrangement of schools is necessary and a substantial increase (from 17,663 to 22,718) is necessary in the number of schools to be managed or aided, but the figures appear to indicate that the fall in the number of pupils is due in a very small measure to want of schools. It will be noticed from the table given in paragraph 143 that in the districts of Cuttack, Balasore, Patna and Puri in particular the schools are already very close together indeed.

148. Further mention should be made at this stage of the ten years' programme to which I have already referred. In August 1916 instructions were issued that a programme should be prepared for the expansion of primary education in each district. The object was to double the number of children attending lower primary schools and instructions were given as to the best methods of attaining this result. It was prescribed that the number of schools should be increased, with a view (*a*) in the case of districts in which less than 25 per cent. of the boys of school-going age were actually at school, to raise the percentage to 50 per cent., (*b*) in the case of districts with more than 25 per cent. and less than 40 per cent. to double the percentage, and (*c*) in the case of districts with 40 per cent. and more at school to raise the percentage to 75 or 80. Attention was drawn to the fact that improved teaching tends to popularize education and results not merely in an increase in the number of pupils completing the lower primary course but also in an increase in the total number of boys attending school. It was recommended that ultimately the number of teachers should be raised so that no teacher should have to teach more than 30 pupils, or take more than two classes, and that as a preliminary step, a second teacher should be provided in all lower primary schools. It was pointed out that, in estimating the extent to which a material increase in the number of schools was required, the main factors to be taken into consideration are the density of population and the maximum distance which a boy can be expected to walk in order to attend school. The maximum distance for boys attending upper primary, lower primary and infant classes was to be three miles, two miles and one mile, respectively ; in other words the maximum area served by upper primary, lower primary and infant schools was to be 25, 10 and $2\frac{1}{2}$ square miles. This scale was not intended to be applied as a rigid rule but only to afford a test of the adequacy of the provision and distribution of schools in any area. Special attention was to be given to localities in which the occurrence of physical obstacles such as rivers or forests made the adoption of smaller areas necessary. A lower primary school should ordinarily consist of about 55 boys, but in the less densely populated districts the size of the schools would have to be reduced with reference to the area standard. In the densely populated districts lower primary schools of the size proposed would serve smaller areas than 10 square miles and thus in these localities infant schools would not be required. It was added that in many districts the standard had already been reached or exceeded ; and there the question was rather of improving existing schools by the appointment of additional teachers than of

establishing new schools. In dealing with the question of advanced primary education, *i.e.*, that imparted at Middle Vernacular and Upper Primary schools, it was pointed out that the provision of these schools depends primarily on the demand but the Boards were recommended to work up to a standard of one Middle Vernacular school for every 125 square miles and one Upper Primary school for every 25 square miles. If this standard were adopted no boy would have to walk more than three miles to attend an Upper Primary school. The location of existing schools was to be examined with a view to ascertaining whether any portion of the district was unduly neglected, and special attention was to be devoted to the improvement of existing schools by the establishment of one Board Upper Primary school in each thana and by providing, or insisting as a condition of a grant-in-aid on the provision of, not less than three teachers in each Upper Primary school, so that no teacher should have to take more than two classes.

149. The Boards were not asked for definite programmes in August 1916 but in April 1918 instructions were issued that they should draw up programmes in the light of the general principles laid down and submit them for the approval of Government. These were examined during the cold weather of 1918-19 at conferences held at the headquarters of each division and presided over by the Member of Council in charge of education, and they were eventually submitted to Government during the year 1919.

150. The programmes received were carefully examined in the Secretariat and detailed instructions in respect of each programme were issued to the Board concerned. The general principles on which these instructions were based were the following :—

(1) *Number and size of schools.*—The first endeavour was to be to provide a number of schools suitable (*a*) for the inhabited area of the district, and (*b*) for the number of boys to be educated. It was to be borne in mind that in sparsely populated places fewer schools would be required than the area standard demanded, while in congested tracts either more schools or larger schools would be necessary. In calculating the number of teachers required, the normal standard was to be one teacher to 25 boys, though in poorer districts this was to be reduced to 1 to 30, and on the other hand it was recognized that in very sparsely populated areas it might not be possible to collect more than 20 pupils for each teacher.

(2) *Training of teachers and provision of a second teacher at each Lower Primary School.*—A normal programme was to aim at providing at the end of ten years (*a*) two trained teachers in every Upper Primary school, (*b*) one trained teacher in every Lower Primary school, and (*c*) one trained teacher in every infant school where such schools were included in the programme. A second trained teacher was not to be added to any Upper Primary school until one trained teacher had been provided in each Lower Primary school or until a second untrained teacher had been provided in each such school. The addition of second teachers to Lower Primary schools was not to be made by giving such schools additional untrained teachers, *i.e.*, a second teacher was not be added unless either the old teacher or the new teacher was trained.

(3) *Board schools.*—It was decided that not more than one Upper Primary school and one Lower Primary school in each police-station should be managed directly by the Board except in the case of Sambalpur, which has inherited a system of Board schools from the Central Provinces. Even in this district expansion was to take place through the medium of aided or stipendiary schools.

(4) *Aided and stipendiary schools.*—Provision was made for equal financial treatment of institutions of these two classes, though the former was to be encouraged as far as possible.

(5) *Pay of untrained teachers.*—This was to be taken up last and the pay was not to be raised beyond Rs. 4 a month until one trained teacher had been provided in every school, the object being partly to encourage as many candidates as possible to come forward for training.

(6) *Cost of schools.*—For Middle Vernacular Schools the old standards of Rs. 100 a month for managed schools and Rs. 70 a month for aided schools were to be maintained. A Board Upper Primary school was to be allowed one trained teacher on Rs. 12, one teacher with middle qualifications on Rs. 6 and one other untrained teacher on Rs. 4, making with Rs. 3 for contingencies a total of Rs. 25 a month. For an aided or stipendiary Upper Primary school the scale was one trained teacher on Rs. 9, one teacher with middle qualifications on Rs. 6 and one untrained teacher on Rs. 4, making a total of Rs. 19. A Board Lower Primary school was allowed one trained teacher on Rs. 12, one middle passed teacher on Rs. 6 and Rs. 2 for contingencies, making a total of Rs. 20, while for an aided or stipendiary Lower Primary school one trained teacher on Rs. 9

and one other on Rs. 6 or Rs. 4 were provided, giving an average of Rs.14. In all Board or stipendiary schools below the middle vernacular standard the fees, if any, were to be given to the teachers.

(7) *School buildings.*—Buildings for managed schools were to be provided by the Boards and were to be substantial and durable structures. For the buildings of aided institutions the managing committees or proprietors were to remain responsible and were normally to supply the bulk of the funds necessary, but in these cases building grants were to be permissible under suitable restrictions. For all lower primary schools the buildings were to be of the cheapest kind and of such construction and materials that they could easily be kept in repair by the villagers without skilled supervision. The essentials were to be a high plinth, which was usually to be made of rammed earth, good ventilation and sufficient accommodation, and in general a structure with a tiled or thatched roof either open or with only dwarf walls was recommended. Where economy could be effected by hiring buildings, such a course was suggested. The cost allowed for a middle vernacular school was Rs. 4,000, for an upper primary school Rs. 600 and for a lower primary school Rs. 400, a small sum being added in each case for furniture and equipment. Provision was made in the estimate for buildings for managed schools only.

151. It was anticipated that when these reforms had been carried out, the total number of managed or aided middle vernacular and primary schools in rural areas would have increased from 17,346 to 23,017, that the number of teachers in such schools would have risen from 20,879 to 46,181 and that the number of trained teachers would have risen from 6,345 to 21,258. The ultimate increase of cost was estimated at Rs. 23½ lakhs per annum. Spread over a period of ten years the annual increase would have been less than 2½ lakhs and I had hoped that it would be possible to find this sum every year. Unfortunately the matter is complicated by two considerations. In the first place, at the time when the budget is framed, a certain sum of money is made available for education and a large number of schemes are brought forward. There is always a number of schemes which are admirable in themselves and in which Members of the Legislative Council are very rightly interested. This being so, the tendency is for the sum available to be divided up among these schemes in such a way that nothing is left for the big problem of primary education, which has no special local interest for any particular member. The other

difficulty is the complication introduced by the fact that primary education is one of the charges falling upon the revenues of local bodies and that therefore the whole at any rate of the increase in the cost ought not to be met by Government. How much Government should pay is a question difficult to determine and is now being considered by the Education Committee. It would seem that it will be necessary to proceed more or less on the following lines. The total sum required for each district has now been worked out. Each Board already receives a certain sum from Government and sets aside for education a certain sum from its own resources. It remains to provide the difference between the total sum now available and the total sum required. The case of each Board will have to be considered separately, for some Boards are rich and others are poor, while obligations in respect of the maintenance of roads and other charges vary considerably. If, however, the case of each Board is considered individually, it should be possible for Government to offer to pay a fixed percentage of the increase in expenditure, and though in some cases the percentage to be paid by Government would be practically 100, in many cases it would be substantially less. I need not say more on the subject at present except to point out again how urgent the matter is. The figures which I have quoted show that at present we are making no progress but are moving backwards and this state of affairs cannot be allowed to continue.

152. I have mentioned that in connection with the primary education programmes account was taken of the needs of the different districts in the matter of middle vernacular schools. Statistics for these schools are given in the chapter on secondary education and need not be repeated here. There are, however, certain other figures which may prove of interest and I give them below :—

Year.	Number of recognised primary schools.	Number of recognised *maktabs*.	Number of recognised Sanskrit *pathshalas*.	Total.
1	2	3	4	5
1916-17	22,158	1,020	96	23,274
1921-22	20,438	1,636	319	22,413

The increase in the number of Sanskrit *pathshalas* is interesting. The matter is mentioned again in the chapter on oriental schools but it would appear to be the case that a large number of institutions which formerly taught the classics only are now teaching the vernacular also in order to qualify themselves for grants from local bodies. Statistics regarding the status of the schools are also interesting as showing the growing popularity of upper primary schools :—

Year.	Upper primary schools.	Lower primary schools.	Total.
1	2	3	4
1916-17	1,729	21,545	23,274
1921-22	1,848	20,595	22,443

Another set of figures which is of interest is that for the stages of instruction :—

Year.	Upper Primary stage.	Lower Primary stage.		Total.
		Reading printed books.	Not reading printed books.	
1	2	3	4	5
1921-22	20,066	273,479	336,045	629,590

The expression "not reading printed books" is scarcely accurate, for it is applied to all pupils in the first year infant class and many of these use a spelling book. The figures, however, still show an unduly large percentage of pupils in this stage and this state of affairs can only be remedied by the employment of a second teacher in each lower primary school. It is interesting to note in this connection that the employment of a second teacher is often resented in schools at which fees are realised. One

Inspector mentions that he has often seen 40 or 45 boys attending a school, but only 30 actually on the roll, the object being to prevent the appointment of a second teacher and so secure all the fees for one man. The inspecting staff should be on their guard against practices of this kind, for, whatever the number of pupils, it is impossible for one teacher to manage four classes properly at the same time and the attempt to do so must result in neglect of the lower classes.

153. I have already dealt at some length with the question of teachers' pay. It may, however, be of interest to record one or two improvements mentioned in the reports. In the Gaya District a trained teacher now starts on Rs. 12 and the minimum pay of a teacher is Rs. 4. In Patna and several other districts the minimum pay has been raised to Rs. 3. Less satisfactory reports come from Orissa; in some of the districts, especially Puri, even the minimum stipend of Rs. 9 for a trained teacher cannot be paid. In Patna District fees have been abolished in all lower primary schools and in the lower primary classes of upper primary schools, but no compensation has been given to the teachers for this reduction in their income. All the reports mention that the teachers in Board schools were given increases in their pay at the same time as the other employees of the Boards, and these teachers are entitled to the benefit of a Provident Fund in the same way as the Boards' other employees, but no such fund yet exists for teachers in aided and stipendiary schools.

154. Endeavours have been made during the five years to encourage the formation of managing committees for primary schools, it being recognised that it is only a local authority which can secure regularity of working and the prompt attention to repairs which is particularly necessary in the case of buildings of mud and thatch. From the Patna Division it is reported that there are 17 committees in Patna District, 74 in Gaya and 408 in Shahabad, but the Inspector is doubtful whether these committees are doing their work properly. In Tirhut there are 376 schools with managing committees, while the system of block grants has been introduced in connection with the schools under the management of the co-operative banks at Gopalganj and Rohika, which have 5 and 8 primary schools, respectively, under their control. In the Bhagalpur Division there are 66 committees in Monghyr, 12 in Bhagalpur, 31 in Purnea and 79 in the Santal Parganas. The Inspector writes:—"The system has been introduced, but not without much difficulty. The chief difficulty is the constitution of suitable committees. The bulk of the villagers are cultivators who have little or no education and have long

considered the teachers the sole managers of the schools. It is impossible to expect in them sufficient knowledge, self-sacrifice and devotion to the public interest to make them willing to take the trouble of managing a school. The teachers on the other hand have always considered themselves their own masters and are now reluctant to become subordinate to the villagers and often discourage them from undertaking the management of the schools. Again the thrifty nature of the villagers and present economic conditions are discouraging them from accepting any responsibility for meeting a deficit by subscriptions which it might not be possible for them to raise." The Inspector of Chota Nagpur notes that the difficulty of forming committees in rural areas is making progress in this matter slow and that the system of block grants continues in connection with the mission schools. From Orissa it is reported that all the upper primary schools and many others have committees and that block grants are given to 19 unions. In this division it has been found that the *panchayats* take little interest in the schools beyond drawing the grants and that discontent has been aroused by their delay and irregularity in making payments.

155. The curriculum for primary schools is under the consideration of the Education Committee. Various suggestions have been put forward for simplifying it. It would seem that in view of the limited capabilities of our teachers it might be desirable to restrict the list of compulsory subjects to reading, writing and arithmetic and to make the teaching of other subjects optional, so that they may be taught where there is a local demand for them and the teacher has the necessary qualifications. It is also from time to time suggested that some form of vocational training should be introduced in primary schools and the feeling in this respect has no doubt done something to contribute to the temporary success of the national school movement, stress having been laid in these schools on the use of the *charkha*. I have not, however, yet been able to find that any regular syllabus in spinning or weaving has been introduced in the national schools, the work apparently consisting of the mere repetition of a mechanical process which is obviously not educational and must soon cease to lose its interest. From Orissa it is reported that there is a desire for the teaching of religious poems in primary schools. Requests are occasionally received for permission to teach English, and these have been granted where there are qualified teachers and a demand appears to exist. Mention is made in one report of the fact that the introduction of the Vernacular School Leaving Certificate Examination has popularised the higher

branches of vernacular education and is probably responsible in some measure for the increase in the number of pupils in the upper primary stage.

156. The number of scholarships was largely increased during the year 1920, the provision made being calculated on the basis of one Lower Primary scholarship for boys to every 50,000 members of the total population, one Lower Primary scholarship for girls to every three for boys, one Upper Primary scholarship to every four Lower Primary scholarships, and three Middle scholarships to every four Upper Primary scholarships, exceptions being made in the case of certain districts where the existing provision was larger than the above scale would have allowed. The sanctioned number of Middle scholarships is now 182, including 4 scholarships of Rs. 20 a month in Angul, against 135 five years ago, of Upper Primary scholarships 245 against 142 and of Lower Primary scholarships 985 against 613. The value of a Lower Primary scholarship was raised in 1920 from Rs. 2 to Rs. 3, of an Upper Primary scholarship from Rs. 3 to Rs. 4 and of a Middle scholarship from Rs. 4 to Rs. 5, the period of tenure in the last case being raised from two years to four in the case of Middle English and five in the case of Middle Vernacular scholars. Mention is made later of the reservation of a certain number of scholarships for pupils from *maktabs*.

157. Primary education in municipalities is continuing to make progress. The Primary Education Act already mentioned empowers municipalities and unions to make primary education compulsory for the boys within their areas between the ages of 6 and 10 and to levy an education cess. This Act has only been introduced in the municipality of Ranchi and it is too early yet to say how far the experiment has been a success. Again in May 1917 Government promised grants to municipalities to enable them to reorganise primary education within their areas. The recurring grant promised is one of 3 per cent. of the ordinary annual income of the municipality, less the sum already received, and on condition that the municipality spends the same amount from its own resources, while a capital grant not exceeding 20 per cent. of the ordinary annual income may also be given on condition that the municipality contributes not less than half of the sum so paid by Government. In accordance with these orders schemes have been sanctioned for the municipalities of Ranchi, Gaya, Purulia, Daltonganj, Samastipur, Purnea, Barh, Khagole, Bhagalpur, Hajipur, Deoghar, Chakradharpur, Chapra and Puri. It is also reported that the Patna City Municipality is now spending more than 3 per cent. of its ordinary income on primary

education and I hope therefore that that municipality, which in the past has given little for primary education but was helped liberally by Government in respect of two wards, will now be able to do its share in respect of the remainder of the area under its jurisdiction. The sanctioned schemes for Gaya and Bhagalpur are reported to be making slow progress and the Inspectors should do what they can to expedite them.

158. The question of buildings for primary schools in one of great difficulty. There appears to be at the present time a prejudice against any expenditure on buildings. This prejudice is due perhaps to extravagant expenditure in one or two instances and also perhaps to a feeling that the common practice of debiting to revenue expenditure on capital charges is unduly restricting expansion. I have mentioned above the orders now passed in respect of buildings for primary schools and it will, I think, be agreed that they certainly do not encourage anything in the nature of extravagance. Provided, however, that buildings are erected as cheaply as possible and that proper arrangements can be made for their maintenance, it seems to me that there is much to be said for an expansion of building activities by means of loans. The importance of buildings for primary schools is easily under-estimated. No doubt it is true that many schools can obtain the use of a verandah or even of a room in the zemindar's house, but in many cases boys of the lower castes are not welcomed to such accommodation, while the *guru* naturally tends to devote special attention to the relatives of the person upon whom he depends for the accommodation of his school and to neglect his other pupils. Again it is often urged that the type of building commonly found in a village is suitable for school purposes. This is no doubt to a large extent true so far as the materials of construction go, but it is not true as regards lighting and ventilation. It surely is the duty of any authority, that brings together a number of pupils, to see that the accommodation to which they are brought is such as will not impair their lungs or their eyes or otherwise injure their health. What the precise type of building should be is a more difficult question. *Pucca* buildings can most easily be designed to give good lighting and ventilation and are cheap to maintain. They must, however, almost necessarily be ruled out on the ground of initial expense. If less substantial buildings must be used it is essential to have a local agency which can keep them in good repair, for once the roof of a mud building leaks, its collapse does not take long to follow. The inference apparently is that buildings should be constructed of a type which the villagers can themselves erect and repair, that they should be given the money or at any

rate part of the money required for the initial construction and that they should be given the sum required for annual up-keep. To ensure the proper expenditure of the money it is necessary to have a local committee or some other local authority that can be trusted to use money properly and to do quickly whatever repairs become necessary. I have described above the steps which are being taken in the direction of extending the number of managing committees and it is hoped that as the number of satisfactory committees of this kind increases, the number of buildings will also rise.

159. The reports received from the different divisions on this subject are of some interest. The Inspector of the Patna Division writes :— "The Board upper primary and lower primary schools are fairly well off. The difficulty comes in when we have to provide for the very large number of stipendiary and aided schools. It is no exaggeration to say that in eighty out of a hundred cases they are held in uncomfortable verandahs exposed to sun and dust and rain or in dark insanitary rooms and even sometimes in cattle-sheds after the cattle have been let loose to graze." In this division attempts have been made to encourage village headmen to build cheap houses and rent them for the use of the schools and something has been achieved, 30 such houses having been built in Patna, 24 in Shahabad and 39 in Gaya. The Shahabad Board has adopted an open-air type of building with 4 ft. walls and a roof carried on timber uprights ; this plan was mentioned in the last Quinquennial Report. In the Bhagalpur report it is mentioned that the primary schools are still very badly housed, that they are often held in the noisy verandahs of the houses of private persons or in temples or mosques. It is suggested that building grants should be given to managers of schools on condition that they invest in the Postal Savings Bank a sum which will produce sufficient interest to cover the cost of annual repairs. The District Board of Bhagalpur has recently produced the type plan for an open-air building which has been mentioned in an earlier chapter and this plan, which was circulated to all the districts, has been adopted in the Santal Parganas also. The roof is carried on poles or brick pillars and there is a small room for stores and furniture at one end of the building. From Orissa it is reported that almost all the primary schools under direct management have been provided with suitable houses, while the majority of the schools under private management are badly off in this respect, though the District Boards are doing their best to improve matters by building grants. In Cuttack a thatched building for an upper primary school measuring 60′×12′ costs Rs. 295 and a similar building for a

lower primary school measuring 40′×12′ costs Rs. 215. In the Chota Nagpur report it is mentioned that four buildings for primary schools have been constructed in Palamau of which two cost more than Rs. 2,000 each ; one of the others cost as little as Rs. 137, but unfortunately has already fallen down. The District Board of Manbhum has adopted a plan with two rooms of 24′×11′ and 18′×9′, respectively. These are placed at right-angles and along the larger room there is a verandah measuring 24′×7′—6″. It will thus be seen that there is a number of cheap plans available ; the real difficulty is to secure a local agency by which the buildings can be erected and maintained.

160. There is no system of continuation schools in the Province ; the night schools which exist mostly cater for persons who have received no previous education. The number of such schools has risen during the five years from 259 to 662 and the number of pupils is now 13,568. It is difficult to secure the proper supervision and regular working of these schools or to make arrangements for sufficient lighting, and almost the only useful purpose which some of them serve is to supplement the stipends of teachers who work in day schools also. On the other hand when a local supervising agency is available, the schools are capable of doing useful work.

161. The number of school post offices fell during the five years from 199 to 188. The remuneration given by the Postal Department varies from Rs. 3 to Rs. 15, which again is useful as an addition to the teacher's pay. No complaints have been received that this work interferes with the teacher's ordinary duties.

162. The following table gives a rough estimate of the number of pupils who are receiving primary education in institutions of all kinds :—

No.	Class of Institution.	1916-17.		1921-22.	
		Males.	Females.	Males.	Females.
1	In Secondary Schools ...	89,777	2,060	25,287	2,065
2	In Primary schools (including recognised *maktabs* and Sanskrit *pathshalas*),	599,111	105,772	5:0,5.0	101,.01
3	In Technical and Industrial Schools	337	338	64.	253
4	In the Reformatory School ...	459	...	350	...
5	In Miscellaneous Schools ...	49	37	23	67
6	In Agricultural Schools ...	...	...	...	73
7	In Elementary Schools teaching a vernacular only or mainly.	25,0 0	1,413	19,855	917
8	In Elementary Schools teaching the Koran.	2,481	278	1,92[illegible]	152
9	In other schools not conforming to departmental standards.	2,456	72	4,204	109
	Total ...	661,420	109,93[illegible]	63[illegible],714	105,6[illegible]2

CHAPTER IX.

ORIENTAL STUDIES

163. The study of the classics is carried on in institutions of many kinds. It forms part of the curriculum of Arts Colleges and secondary schools and the main subject of instruction in a number of special schools and private institutions. The classics are also taught in a certain number of schools of the class known as *maktabs* and Sanskrit *pathshalas*, which combine such instruction with part at least of the ordinary course of a primary school. Taking all classes of institutions together the number of pupils studying the classics fell during the five years from 80,182 to 62,260 but the latter figure was higher by 4,909 than the figure for the previous year. The drop during the quinquennium is due to the general fall in the number of pupils. For colleges the decrease is 595, for secondary schools 6,685, for primary and special schools, which must be taken together owing to changes of classification, 8,474 and for private institutions 2,168. The increase during the year 1921-22 was mainly at primary schools and apparently shows that financial stress has caused a number of Sanskrit schools to take up the teaching of the primary syllabus as well as of the classics, and so to qualify themselves for grants from local bodies.

164. It does not appear necessary to refer further in this chapter to *maktabs*, which will be dealt with in chapter XIV. There remain therefore *madrassas*, Sanskrit *tols* and *pathshalas* and the arrangements made for the inspection of Sanskrit and Islamic studies and for the Sanskrit examinations. Of these, again, *madrassas* and Islamic studies will find further notice in chapter XIV.

165. The number of recognised *madrassas* declined during the five years from 16 to 10, that of their pupils from 1,329 to 677 and the expenditure from Rs. 27,444 to Rs. 26,508, though the expenditure from public revenues increased from Rs. 4,098 to Rs. 20,840 owing to the transfer of one *madrassa* to Government control. The number of unrecognised *madrassas* or 'advanced private institutions teaching Arabic or Persian' fell from 299 to 113 and that of their pupils from 5,007 to 3,232. The decrease in numbers is due mainly to political causes but is also attributed in part to the unpopularity of the syllabus recently in force. A revised syllabus has been prepared and introduced provisionally in the Government *madrassa*.

166. So far as *madrassas* are concerned the chief event of the period under review was the transfer to Government management of the Madrassa Islamia Shamsul Huda at Bankipore during the year 1919-20. This *madrassa* has been liberally endowed by Mr. Saiyid Nurul Huda, C.I.E. At the time of its transfer the site was cramped and the school building though substantial consisted of very small rooms. A large amount of additional land has now been acquired and a new building is to be erected leaving the present one for use as a hostel. The staff has been enlarged and placed on higher rates of pay, and propo als for carrying the work to a higher standard were under consideration at the end of the year. It is hoped that this *madrassa* will in time become an important centre of Islamic culture. The other *madrassas*, both recognised and unrecognised, appear to have suffered severely from the *khilafat* movement. During the year, however, a Superintendent of Islamic Studies was appointed and I hope that this officer with the help of the new syllabus will be able to improve matters. A proposal for the institution of a Board of Islamic Examinations was under consideration at the end of the year.

167. The number of recognised Sanskrit *tols* fell during the five years from 369 to 233, and that of their pupils from 10,219 to 6,927 though the figure for pupils showed an increase of 104 during 1921-22. The expenditure rose during the five years from Rs. 1,11,293 to Rs. 1,69,804, that from provincial revenues showing an increase from Rs. 13,078 to Rs. 53,066; the contribution from local funds is now only Rs. 1,482 in all as such bodies are at last realising the need for devoting their money to those spheres of education which have been transferred to their management. The number of unrecognised Sanskrit *tols* or "advanced private institutions teaching Sanskrit" fell during the five years from 211 to 85 and that of their pupils from 2,566 to 1,309, though here again there was a small rise of 143 in the number of pupils during 1921-22. The decrease is due mainly to the conversion of *tols* into Sanskrit *pathshalas* for the reason already noted; five years ago there were 160 such schools with 3,420 pupils, but now the figures are 320 and 7,282 so that for recognised *tols* and *pathshalas* together there is an increase of 24 schools and 570 pupils. The chief events of the five years were the transfer to Government management of the Puri Sanskrit College in 1918-19 and the appointment of a Superintendent and of a second Assistant Superintendent of Sanskrit Studies in the same year. The sum allotted for grants to Sanskrit schools was raised from Rs. 6,000 to Rs. 11,000

in the year 1918-19, while in the following year the system of giving stipends to teachers on the results of the Sanskrit Examinations was abolished and the sum of Rs. 6,000 so saved was transferred to the allotment for grants-in-aid. The two Sanskrit Colleges appear to be doing useful work, the roll number at Muzaffarpur having risen last year from 148 to 150 and that at Puri from 87 to 116. It is disappointing to find that these colleges, which cost Government Rs. 19,459 and Rs. 15,339, respectively, last year, have not attracted public liberality. Large sums could usefully be spent on raising the standard of instruction and in other ways, but it still remains for some generous donor to imitate the liberality which Mr. Saiyid Nurul Huda has shown to the Madrassa Islamia Shamsul Huda. Government have treated Sanskrit education with much liberality in recent years, for the net expenditure on this head rose from Rs. 22,613 in 1916-17 to Rs. 97,321 in 1921-22, and it would seem that further expansion must depend on private benefactors. The Superintendent of Sanskrit Studies suggests as a suitable object for private generosity the opening of practical classes in Ayurveda.

168. As already mentioned, a Superintendent of Sanskrit Studies was appointed during the year 1918-19, the post being first included in the Bihar and Orissa Educational Service and subsequently transferred to the Indian Educational Service. The Superintendent's duties include the inspection, with the help of two Assistants, of the Sanskrit teaching throughout the Province and also the management of the Sanskrit examinations. He complains that the number of *tols* (318) is so large that the three officers cannot visit them all annually, especially as so much of his own time is occupied with examination work, and asks for two more assistants.

169. The number of candidates at the Sanskrit Examinations five years ago was 2,323 for the first examination, 1,576 for the second and 487 for the title. This year the figures were 1,702, 660 and 213, respectively, the numbers having fallen largely since the year 1920 when the courses were changed and in some cases lengthened, and the fees of candidates from outside the Province were doubled. In the year 1919-20 the headquarters of the Sanskrit Association were moved from Muzaffarpur to Patna. Last year no meeting of the Convocation was held and only one of the Council, for an outbreak of plague occurred at Muzaffarpur just before the date fixed for the Convocation and both meetings were therefore postponed.

CHAPTER X.

TECHNICAL, TRADE AND VOCATIONAL SCHOOLS FOR INDIAN PUPILS.

170. Five years ago the total number of schools coming within the scope of this chapter was 47 with 1,831 pupils and a direct expenditure of Rs. 2,41,024. The figures are now 44 schools with 2,345 pupils and a direct expenditure of Rs. 6,44,717. These totals, however, cover many classes of schools, each of which must be dealt with separately.

171. In the first place come two medical schools as before with a roll of 387 against 257 and an expenditure of Rs. 1,16,587 against Rs 79,425. These are under the control of the Medical Department and the report below has been furnished by the Inspector-General of Civil Hospitals. I need only add that the small discrepancies in the figures from those given above are due to the fact that account has been taken of the roll on slightly different dates.

MEDICAL SCHOOLS.

(*Contributed by Col. H. AUSTEN-SMITH C.I.E., M.B., I.M.S, Inspector-General of Civil Hospitals.*)

172. *Temple Medical School, Patna.*—As this is the first time that a quinquennial report of the School has been asked for, I think, it will not be out of place if I give a short history of the origin of this school and its further development up to the present time.

173. The School was started by the Government of Bengal in 1874 for affording medical education in the vernacular to Biharis, and to relieve the Medical College at Calcutta of its Military Sub-Assistant Surgeon Class. It was opened by Sir Richard Temple (after whom the School was named) on the 23rd June, 1874, with twenty Civil students whose education was conducted in the Bankipore dispensary, where theoretical and clinical lectures were given, practical anatomy being taught in sheds constructed to the south of the present Police Hospital, but later on small dissection rooms were built in the school compound. Recently a fine anatomical theatre has been constructed and new wax models brought from Europe. In 1875 the School was moved to the present site which belonged to Nawab Bahadur Saiyid Walayat Ali Khan, C.I.E., and was purchased by Government for Rs. 21,000. Alterations were made in the old house to suit the requirements of the then School.

The first Superintendent was Major D. B. Smith, I.M.S., afterwards Principal of the Calcutta Medical College. A scheme for the conversion of the present School into a Medical College for Bihar with Pathological, Physiological and Chemical Laboratories etc., has been sanctioned and work commenced.

174. The teaching staff originally consisted of four Assistant Surgeons and 3 Sub-Assistant Surgeons. In 1909 another Assistant Surgeon was appointed and in 1913 three more Assistant Surgeons were added to the School staff and also two more Sub-Assistant Surgeons. Sanction has been received for the employment of two more Assistant Surgeons but for want of funds they have not yet been arranged for. The teachers attached to this school receive allowances for teaching the students. Sanction for the increase of the teachers' allowances has been received but for want of funds it has not yet been given effect to. The present rate of allowances is :—

		Rs.	
3rd Grade	Assistant Surgeon	50	per mensem.
2nd	Ditto	75	„
1st	Ditto	100	„

175. A compounder class was opened in 1881 with 30 students. The number of admissions began to increase yearly but since 1920 the number of admissions into the compounder class has been limited to 30 annually.

176. In 1892 the School was thrown open to female students of whom only nine have qualified out of a total of thirty-four. They were admitted free of all charges and granted a stipend of Rs. 10 per mensem from Government besides scholarships granted by District Boards. During the years under report only one female student took her admission (in 1920-21) but after a year's study she took her transfer to the Campbell Medical School. There is a double storied building for female students, but as this has been lying vacant for years it is at present temporarily occupied by the European Nursing Staff.

177. In 1901 men from the Darjeeling District and Sikkim State began to be admitted and for them a good two storied barrack was built on the river bank. As this building was lying vacant for years it has been converted into a Tuberculosis Ward with some additions and alterations.

178. The maximum number of students allowed was originally 150 but this was raised to 170 in 1901-02. The actual strength of the School during the quinquennial period under report was 159 in 1917-18, 169 in 1918-19, 246 in 1919-20, 258 in 1920-21 and 267 in 1921-22.

179. The students had a gymnasium but this has been demolished for the site of the new school and laboratory buildings. They play football, hockey, tennis, etc. Land has been acquired for a play ground and the students are keen on games. A sum of Rs. 316. was spent during the quinquennial period under report for dressing and levelling the ground. The work has not yet been completed. The balance of the allotment (Rs. 1,160) was surrendered as no further work could be done till certain references pending in the District Judge's Court were disposed of. During the quinquennial period under report the senior students of this school were trained in squad, company and stretcher drill by a Drill Instructor for three months, *viz.*, from the 16th July 1921 to 16th October 1921.

180. There is a four years' course of study which is conducted in English and examinations have been held by the Medical Examination Board since 1917. Before this the examination was conducted by the School staff. The diploma of L. M. P., Bihar and Orissa, (Licensed Medical Practitioner) is granted by the Board after the final examination is over to the successful candidates.

181. The primary cost of each student educated during the quinquennial period under report is as follows :—

		Rs.	
1917-18	... ...	316	* Increase on account of purchase of articles for stretcher drill etc.
1918-19	... ...	480	
1919-20	... ...	504	
1920-21	... ...	*841	
1921-22	... ...	504	

182. During the quinquennial period under report, only two students of the depressed classes were admitted into this school, *viz*, one *chamar* and one *pasi*.

183. The old boarding houses are being gradually demolished and a new two storied hostel with sanitary and electric fittings is nearing completion, with separate kitchens for Hindus and Muhammadans, and with quarters for menials. The Hostel is under the Superintendent and a Resident Medical Officer, who is one of the teaching staff, looks after the health of the boys and the cleanliness of the place. He is assisted by a custodian and also by monitors selected from the students to maintain discipline and order among them. The new hostel will accommodate 192 students.

184. A certain number of Government scholarships each of the value of Rs. 10 per mensem are awarded to female

students of this school. The number remains at the discretion of Government. One scholarship is given by the District Board of Patna to the value of Rs. 10 a month to a deserving student of this school without any agreement or condition. The Lady Elliot scholarship is awarded to a Muhammadan female student from Bihar who after qualifying undertakes to work under the Lady Dufferin's Fund Association. Scholarships are also sometimes available from the Countess of Dufferin's Fund, District Boards, Municipalities and other sources.

185. Twenty-four Government scholarships each of Rs. 10 a month and an equal number of studentships are awarded to the male students of this school. Three scholarships are also given by the District Board of Patna each of the value of Rs. 10 a month to male students. In addition to the scholarships and studentships mentioned above, four scholarships of Rs. 5 a month each, paid from the Qazi Reza Hussain's Fund, are awarded one in each year of study to poor meritorious Muhammadan students. The holders of these scholarships are not entitled to free tuition. Four studentships paid from the Temple Medical School Fund are tenable by first year students only.

186. Two scholarships each of the value of Rs. 5 a month are given by the District Board of Patna to compounder class students.

187. As regards the effect of the non-co-operation movement only nine students out of 221 left the School temporarily and; of these, three were re-admitted on their expressing sorrow for having left the school without mature consideration. There does not seem to be any active non-co-operation activity amongst the existing students of this school at present.

188. The following table shows the general education of the students on admission to the school :—

	1917-18.		1918-19		1919-20.		1920-21.		1921-22.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Intermediate Examination in Arts ...	...	...	...	...	2	...	2	...	1	...
Matriculation Examination	39	...	30	...	73	...	67	..	70	...
Tamil Medical School Entrance Examination.	48	...	37	...	56	...	37	1	4	...

189. *Orissa Medical School, Cuttack.*—This school was originally established in 1876 during the period when Sir Richard Temple was Lieutenant-Governor of Bengal and when this Province formed part of the Presidency of Bengal. It was established to afford medical education to students residing in Orissa in the vernacular but later the course was conducted in English.

190. The course of training in the Medical School extends over four years. The junior course embraces the subjects Anatomy, Physiology, Materia Medica, and Physics and Chemistry and the Senior course embraces the subjects Surgery, Medicine, Midwifery, Medical Jurisprudence, Pathology and Hygiene. At the end of the course and after passing the Final Examination of the Bihar and Orissa Medical Examination Board, the students are styled Licensed Medical Practitioners (L.M.P.)

191. During the quinquennium 1917-1922 the total number of students admitted was 252 and the number passed out as licensed medical practitioners was 105.

192. The tutorial staff during the period under review consisted of six Civil Assistant Surgeons as Teachers and four Civil Sub-Assistant Surgeons as whole-time Demonstrators. One additional Sub-Assistant Surgeon is appointed every year as additional Demonstrator of Anatomy, and this has been in vogue since 3rd September 1919. There has been an improvement in the teaching of Pathology and Bacteriology and in Physiology, Anatomy, Materia Medica, Physics and Chemistry, but the teaching in Surgery, Medicine and Midwifery remains much as before.

193. There are only 123 beds in the hospital and during the hot weather months many of the beds remain empty. This results in a certain dearth of clinical material. Plans are under consideration to remedy this by increasing the ward accommodation.

194. Unfortunately there are no facilities for teaching practical Midwifery and Gynæcology in Cuttack but arrangements have been made for certain students to attend the Female Hospital at Puri, where a certain number of Midwifery cases are seen.

195. The following improvements were made to the school buildings :—

(*a*) Clerestory windows in the new Pathological Laboratory with additional furniture, and a pipe water supply to this building have been provided,

(*b*) Four additional marble tables in the dissecting room,

(*c*) A block of quarters for six servants attached to the school,

(*d*) A temporary examination Hall with Indian patent stone flooring,

(*e*) Extensive improvements to the Chemistry and Physics Laboratory,

(*f*) Terraced roof over the Anatomical lecture hall and store room,

(*g*) Provision of shades for the doors and windows of the Anatomical Department,

(*h*) Roof over the south verandah of the Pathological block with a partition wall,

(*i*) Quarters for two Assistant Surgeon Teachers (with stables, coach houses and metalled approach road) to be placed in charge of the male students' hostel,

(*j*) Wire netting to the clerestory windows of the junior Lecture Hall,

(*k*) A dais and benches for the senior lecture room,

(*l*) An iron ladder to get at the tank over the Pathological Laboratory,

(*m*) The new Hostel for 140 male students, which has been under construction since 1919-20, is still in progress and partly occupied.

196. The total expenditure during the quinquennium was Rs. 3,21,944 and the average expenditure per head was Rs. 448 per student per annum.

197. There was no serious breach of discipline among the students during the period under review but I regret to say that at the end of a vacation practically no student returns up to time. The majority have no excuses at all, and steps are being taken to put an end to this almost universal habit.

198. There is one very good foot-ball field and one very good pucca tennis court. Foot-ball and tennis are played regularly except in the hottest weather; hockey is not popular. Foot-ball matches are played with neighbouring colleges and schools.

199. Statistics regarding the number of students admitted with their educational qualifications are given in the following table :—

Session.	Male.	Female.	Passed I. A. Examination.	Passed Matriculation Examination.	Appeared at the Matriculation Examination	Orissa Medical School Entrance Examination.
1	2	3	4	5	6	7
1917-18	39	1	...	29	...	11
1918-19	53	1	1	42	1	10
1919-20	68	...	1	61	2	4
1920-21	40	...	3	35	...	12
1921-22	49	1	1	32	1	16

200.—*General.* Besides the medical education imparted in the Medical Schools, arrangements have been made for the admission of eighteen students annually from Bihar and Orissa into the Calcutta Medical College. When suitable female candidates are available they are recommended for admission into the Lady Hardinge Medical College for women at Delhi, provided they have the necessary educational qualifications. In view of the education of female students from this Province, the Local Government have sanctioned the payment of a donation of Rs. 4,000 to this Medical College for the year 1922-23.

201. While the Patna Medical College scheme is being carried out, it will be necessary to build Medical Schools elsewhere. It is proposed to establish a Medical School at Darbhanga to take the place of the Temple Medical School, and on account of the demand for Sub-Assistant Surgeons for the improvement of medical aid among the rural population it will be necessary in the future to start Medical Schools at Muzaffarpur and Gaya, and we shall find that work will easily be found for all the Sub-Assistant Surgeons who pass out.

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202. In the next place come the Bihar School of Engineering and the technical and industrial schools for boys, which are under the control of the Director of Industries, whose report follows. Here again there are slight discrepancies in the figures,

Those given in the returns for 1916-17 show 33 schools with 1,072 pupils and an expenditure of Rs. 1,38,310 while for this year the figures are 23, 1,337 and Rs. 5,03,169, respectively. It will be seen that the Director of Industries describes only 19 schools, and one of these is a school at Bettiah which has not submitted returns. The other five schools shown in the returns are village industrial schools in Chota Nagpur.

TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS.

(Contributed by Mr. W. F. Marchinton, Offg. Director of Industries.)

203. The period under review has witnessed several changes, not the least important of which has been the transfer of control of technical education to this Department in April 1920.

204. At present there are 19 institutions in existence but in the near future this total will be increased by at least three additional schools, the Orissa School of Engineering, the Tirhut Technical Institute and the Artisan Training classes at Dehri. The demand for technical education is undoubtedly increasing and it is hoped that the above additions will materially assist in meeting such demand.

205. During the quinquennium substantial progress in technical education has been made. In support of this statement the following instances are cited:—

(*i*) Starting of the Jamshedpur Technical Institute.

(*ii*) Re-organization of the Evening Mining Classes in the coalfields.

(*iii*) Provision of additional, and improvement of existing, classes in the Ranchi Industrial School.

(*iv*) Starting of a cotton experimental school.

In addition to new schools actually started the following schemes have been worked out and sanctioned:—

(*i*) Orissa School of Engineering,

(*ii*) Tirhut Technical Institute,

(*iii*) Artisan Training Classes at Dehri,

of these (*i*) will probably commence in July 1923 and (*ii*) and (*iii*) very shortly.

206. The most important Government technical institution in the province is the Bihar School of Engineering. This school

possesses an adequate teaching staff and is provided with well-equipped shops and plant; it is, therefore, able to give good theoretical and practical instruction in engineering subjects.

207. The Evening Mining Classes in the coalfields are of great importance. New lecture halls have been provided both at Jharia and Sijua. During 1921 the classes were thoroughly reorganized and a permanent lecturing staff appointed. The classes provide instruction for students desirous of obtaining the Coal Manager's Certificate. For this a three years' course has been arranged and during this time students follow a well-defined course. The control continues in the hands of the Mining Education Advisory Board of which the Director of Industries is a member.

208. In 1920 the Government of India decided to establish an Imperial School of Mines and Geology at Dhanbad. This school will provide instruction of the highest class in the various branches of mining and geological science.

209. The Jamshedpur Technical Institute (aided) provides theoretical instruction in metallurgy supplemented by practical experience in the Tata Iron and Steel Works.

210. The remainder are artisan schools and teach youths such things as carpentry, machine tool work, fitting, motor car repairing, blacksmithy, drawing, and boot making. Several are in the charge of missionaries who have devoted considerable time and thought to their improvement.

211. During the period under review, three State Technical scholars of Bihar and Orissa returned from abroad and two are reported to be doing well. One scholar is still in England studying Mechanical Engineering but is expected to return in September 1922. Arrangements had been made during 1921 to send another scholar to England in order to obtain a training in cutlery manufacture and a place was obtained for him in the cutlery and silversmith works of Messrs. Mappin and Webb, Sheffield. Unfortunately, due to financial reasons, Government were unable to sanction this scheme but it is hoped that some arrangements will be possible during 1922.

212. A brief account of each school is given below:—

(1) *The Bihar School of Engineering.*—(*a*) The control of the above school was transferred to this Department on 1st September 1921. On 31st March 1918 there were 155 students on the rolls; this number fell to 116 in 1921 but rose again to 153 in 1922. The drop was due to political causes which affected the school in common with others.

(*b*) During the period under review 193 students in all left the school with certificates and 184 of these have been able to secure employment. The old Board of Visitors has been replaced by a strong Governing Body consisting of 17 members and considerable powers have been delegated to it. A scheme to raise the school to the status of a college has been placed before Government but no orders have yet been passed. The Surveyors class has been abolished owing to the difficulty experienced by passed students in obtaining employment. The Overseer and Sub-overseer classes have been separated. The former is now called the Upper Subordinate Class and has a course of instruction extending over three years; the latter is now called the Lower Subordinate Class and has a two years' course of instruction. In accordance with the recommendation of the Public Works Department Reorganization Committee the old scholarships of the value of Rs. 7 each have been replaced by a smaller number of scholarships of Rs. 15 each tenable for three years. In the place of scholarships of different values Government have now sanctioned the award of practical training stipends of Rs. 25 a month, tenable for one year, to all students who complete their theoretical training for the Upper Subordinate course at the school. To suit the new Upper Subordinate course of study, the 12 special Oriya scholarships of Rs. 20 each tenable for 24 months have been converted into eight scholarships of Rs. 20 each tenable for 36 months. The main school building has been considerably enlarged to admit of further expansion.

(*c*) To cope with the increased work of the workshop an Assistant Foreman has been appointed. The workshop itself has been greatly improved by the addition of a milling machine, a tool grinder, a lathe and a drilling machine. A 30 horse power Rushton Oil Engine and an electric generating plant have also been installed.

(*d*) The school continues in a state of efficiency, which is clearly indicated by the percentage of success at the final examination conducted by the Joint Technical Examination Board. The percentage of passes is as follows:—

Year.	Upper Subordinate.	Lower Subordinate.	Overseers.	Sub-Overseers.	Surveyors.
1917-18 ...	...	...	53·0 %	77·0 %	70·0 %
1918-19 ...	...	...	93·3 %	75·6 %	...
1919-20 ...	...	...	81·8 %	65·9 %	...
1920-21 ...	...	75 %	100·0 %	89·0 %	...
1921-22 ...	89 %	71 %	100·0 %	...	...

At the last examination the school did exceptionally well, inasmuch as three students qualified themselves for Sub-Engineers' Certificates by obtaining a high percentage of marks in each subject.

(*e*) The boarding house has been under the superintendence of two assistant masters and the health of the boarders has been uniformly good. Two cases of typhoid occurred; one resulted in the death of the student.

(2) *The evening mining classes in the coalfields, 5 in number.*—(*a*) The Committee appointed by Government in 1913 to consider the question of mining education in Bengal and Bihar and Orissa advised that the then existing system of evening classes should be developed and made more useful. They recommended a five years' course leading up to the requirements for the colliery manager's certificate but eventually the scheme on a modified scale, a three years instead of a five years course, was approved. It is somewhat early yet to compare results but the consensus of opinion is that the new scheme is a great advance on the old methods. Under the old scheme there was little continuity between the classes of one year and those of the next. Under the present scheme a clearly defined course has been laid down and the student progresses without interruption from the scientific principles underlying mining to their practical application. The scheme involves the employment of permanent lecturers who devote their whole-time to the work of teaching and organizing. New lecture halls at Sijua and Jharia have been provided and residential accommodation for the teaching staff is under construction.

(*b*) In 1920 the Government of India announced their intention to establish an Imperial School of Mines and Geology and decided to locate it at Dhanbad. The school will therefore be in the centre of the coalfields and both teachers and students will be able to keep in close touch with the coal industry. From the point of view of students intending to specialize in metalliferous mining or geology the site chosen is equally suitable. The highest form of instruction in mining and geological science will be given. Owing to financial stringency, the progress made has not been so great as desired but a sum of one lakh of rupees has been voted for expenditure during the year 1922-23.

(3) *The Jamshedpur Technical Institute.*—(*a*) This institute was started in November 1921 by the Tata Iron and Steel Co. with 24 students drawn from various parts of the country. Its object is to train and suppl yskilled Indians for the various departments

of the Company. The Government of Bihar and Orissa have contributed one lakh of rupees (granted by the Government of India) towards the capital cost of the Institute and have further sanctioned a recurring grant of Rs. 25,000 conditional upon one-third of the places in the Institute being reserved for youths of this province. Applicants for admission must have passed the I. Sc. examination and be physically fit to withstand hard work. Each student receives Rs. 60 a month during his course of training and afterwards may be required to serve the Company for a period of five years on an initial salary of Rs. 200 a month. Increments will be in accordance with ability and results shown.

(*b*) An academic course in the metallurgy of Iron and Steel extending over three years and equal to the standard of an English University is given. At the same time the students have an invaluable opportunity of getting first hand knowledge of the practical side of the subject because they work alternate weeks throughout their course at various tasks in the Tata Iron and Steel Works. The whole scheme is on lines somewhat different to any hitherto tried within my knowledge and in some ways is in advance of that in vogue in the Metallurgical School of the University of Sheffield. It has been well thought out and the prospects before any youth fortunate enough to obtain admission to the Institute are indeed bright.

(*c*) The management of the Institute and its funds is in the hands of a Governing Body consisting of five members, one being the Director of Industries.

(4) *The Ranchi Industrial School.*—(*a*) The Sub-Overseer class was abolished in 1920-21 and at present the school consists of artisan classes only. The number of students on the rolls was 101 in 1917-18 and rose to 127 in 1921-22. Since the 17th February 1921, the date Mr. Briant assumed charge, the school has improved wonderfully and it is now in an efficient condition. The majority of the students are aboriginal Christians to whom stipends are paid which now average Rs. 4 per head. It was found necessary to raise the stipend in order to prevent students leaving the school before completing their training. A boot making class was started in 1921-22 as an experimental measure. The artisan classes in which carpentry, blacksmithy, fitting and turning, boot making and motor repairing are taught have been successful and the drawing classes are now showing satisfactory progress. Passed students secure employment without difficulty.

(*b*) For the encouragement of aboriginal students two scholarships of Rs 20 a month tenable at the Bihar School of Engineering have been reserved.

(5) *The Orissa School of Engineering.*—The proposal for this school has been sanctioned and funds allotted. It is hoped that it will be completed during 1923. At first it will teach up to the Lower Subordinate class only, but ultimately Upper Subordinate classes will be formed.

(6) *The Mrs. Perin Memorial Technical School, Jamshedpur.*—This school, which is an aided one, was started on the 2nd January 1917 with the object of giving technical training to the employees of the Tata Iron & Steel Company and their dependents. In the beginning there was neither a fixed school standard nor any examination; both students and teachers were allowed to leave their work to attend classes. In 1919 this arrangement was abandoned and the school opened three nights weekly from 6 to 8 p.m. The teaching is now done according to a fixed curriculum. The school is controlled jointly by the Government of Bihar and Orissa and the Tata Iron & Steel Company. The course of instruction extends to three years. The rules have been slightly modified to enable a larger number of employees to take advantage of it. Recently the school has become more popular as is shown by the fact that in March 1921 the rolls showed 121 students whereas a year later this number had risen to 266.

(7) *The Boys' Industrial School at Balasore.*—(*a*) This school, which is managed by the American Baptist Foreign Mission Society, was organized in the year 1900 with the object of giving technical training to boys living in their orphanage at Balasore. Since 1906 the school has been in receipt of regular grants from Government and the District Board. During the past five years the average number of students on the roll has been 87.

(*b*) The school is organized on a commercial basis, and every article that is made is sold. Every department has been created and developed as a result of the demand for trained boys. Carpentry is the most important department but iron fitting, motor car driving and repair work, cane work and electrical work are also efficiently taught.

(8) *The Bihar Weaving School.*—This school was started in April 1910 to provide instruction in weaving. In 1921-22 Government gave a grant of Rs. 3,132 and the District Board

of Patna one of Rs. 862. The teaching staff consists of a teacher and a *mistri*. The boys are admitted in two batches of 10 each during the year and receive training for one year. During this time they receive a stipend of Rs. 6 monthly and after their training is completed passed students are awarded a fly-shuttle sley.

(9) *The Cotton Experimental Station, Ranchi.*—This Government school was started in November 1921. The work is divided into two classes. One class is devoted to experimenting in the designing, weaving and dyeing of cloths and the other to the testing of yarn and cloth. No regular course of training has yet been started but it is proposed to accept two promising students and give them a thoroughly practical training in the designing and weaving of cloth on somewhat similar lines to that given in the Serampore Weaving Institute, Bengal

(10) *The Tirhut Technical Institute.*—In 1921 Government sanctioned the appointment of a committee to prepare a scheme for technical education in the Tirhut Division. It has been decided to call the school the Tirhut Technical Institute and locate it in Muzaffarpur in an existing building which has been purchased for the purpose. A detailed scheme has been prepared and submitted to the members of the committee for approval after which it will be submitted to Government. It is proposed to have (1) classes for mechanical engineering apprentices and (2) industrial classes for artisans. A total of 84 apprentices and 50 artisans has been provided for. It is hoped that this school will provide the Division with adequate facilities for technical and industrial education.

(11) *Dehri Artisan Training Classes.*—A scheme for training artisans at the Dehri Workshop has been sanctioned and a syllabus of instruction prepared. It is expected that these classes will start very shortly.

(12) *The Beniadih Industrial School.*—(*a*) This is an aided institution maintained by the East Indian Railway near their collieries at Giridih. The course of instruction covers a period of three years and the minimum qualification required for admission thereto is an Upper Primary pass. Practically all the students who pass out find employment in one of the collieries.

(*b*) The number of students on the rolls was 52 in 1917-18 and 53 in 1921-22. At the last annual examination all the students on the rolls were successful.

(13) *The Phulbani Industrial School.*—This institution, which is maintained by Government, was started in 1920 with

the object of imparting some technical education to the Khonds in the district of Angul. It is divided into three sections, viz., weaving, carpentry and smithy, all of which are working satisfactorily. The articles turned out by the students command a ready sale in the local market. The apprentices are paid stipends and their number, according to the rolls, was 23 in 1920-21 and 24 in 1921-22. A boarding house is attached to the school with sufficient accommodation for all.

(14) There are five other technical schools at Bettiah in Champaran, Benagaria in the Santal Parganas, Chaibassa in Singhbhum, Murhu in Ranchi and the Greer Industrial School at Muzaffarpur. The Murhu Industrial School is supervised by the missionaries with the help of the District Board while the rest except the one at Muzaffarpur are run by missionaries with grants-in-aid from Government. These schools provide training mostly in carpentry and blacksmithy and the pupils receive encouragement in some form or other.

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213. Next come the various agricultural, technical and lace schools for girls, which are dealt with in Chapter XII. As noted in that chapter, the number of such schools has risen from 5 to 10, and the expenditure from Rs. 8,860 to Rs. 10,440 while the number of pupils has fallen from 340 to 331.

214. It remains to notice only the Angul Survey School and the commercial schools, the survey school at Bhadrak, which was mentioned last year, having apparently ceased to exist. The Angul school has 27 pupils against 31 five years ago and cost Rs. 418 (all paid by Government) against Rs. 420. The school is intended to teach plane-table surveying to *sarbarakars* and their sons. The Cuttack Survey School, which five years ago had 13 pupils and cost Rs. 8,436, has been closed, but, as noted by the Director of Industries, is about to be reopened in the form of a School of Engineering.

215. The number of commercial schools has risen during the five years from 5 to 8, that of their pupils from 118 to 263, and the expenditure from Rs. 5,573 to Rs. 14,103. These schools, three of which are aided by Government, appear to be growing in popularity. Classes in office work and commerce have also been opened in connection with the C. M. S. High School at Bhagalpur, and proposals for opening such classes at a number of Government schools are under consideration. A proposal for the opening of commerce classes at New College has also been

put forward, but has been postponed indefinitely owing to want of funds and uncertainty as to the local demand for persons with the qualifications that the class was designed to give.

CHAPTER XI.

The Training of Masters.

216. The training of English teachers for secondary schools is conducted at the Patna Training College, which has been dealt with in chapter VI, while training classes for women will be mentioned in a later chapter. It remains therefore in this chapter to deal with those training classes for men which aim at fitting teachers for vernacular work in secondary schools and for work in primary schools. Under the first class come the five first-grade training schools, while the second class includes the training schools for *gurus* and Muhammadan teachers, which are maintained by Government, together with two aided schools and one which is not aided. During the five years the number of training schools for *gurus* has remained constant at 104, while that of schools for Muhammadan teachers has risen from 12 to 15. Five years ago there were three classes managed by Missions in the Ranchi District, but that maintained by the Lutheran Mission disappeared at the end of the year 1919. The unaided school is at Kairabani in the Santal Parganas. The expenditure has risen during the five years from Rs. 2,55,664 to Rs. 3,42, 654. The expenditure from public funds shows an increase from Rs. 2,42,186 to Rs. 3,32,760, practically the whole cost being met from provincial revenues, and the cost of training a pupil has risen from Rs. 119-3-11 five years ago to Rs. 136-8-11 to-day.

217. The number of vernacular teachers in Middle and High Schools was 2,102 at the beginning of the quinquennium and 2,328 at the end, while the number of trained teachers of this class has risen from 1,273 to 1,639. Calculations were made in the year 1917 as to the annual output of trained vernacular teachers required for secondary schools and the number was found to be 129, which is approximately the present output of the first-grade training schools. The fact that 70 per cent. of these teachers are now trained is satisfactory. The actual strength of the five schools was 372 on 31st March 1917 and 392 on 31st March 1922.

218. At the beginning of the quinquennium the qualification for admission to a first-grade training school was a pass at

the Middle Examination and the course was one of three years. It was felt, however, that this was too low a standard and that too much time was being spent on general education, while at the same time students with similar qualifications were being admitted to the *guru* training schools for a one year's course. Accordingly a scheme was introduced experimentally at the Patna Training School in January 1920 under which ordinarily admission was to be restricted to matriculates, though in the event of too few candidates of this class being forthcoming non-matriculates might be admitted also. The length of the course was reduced from three years to two and stipends of Rs. 20 are offered to matriculates and of Rs. 10 to other students. This scheme has proved successful and will be introduced at the other schools in July 1923, the commencement of the session having been altered from January to July so that pupils may be attracted to the schools as soon as they complete their matriculation course. The number of admissions to the two years' course will remain 25 at each school, so that the output may be maintained at the present level and the expenditure on stipends may not be greatly increased. This figure excludes the Bengali section of the school at Ranchi, which was opened in 1918 and will continue to admit 15 pupils every year.

219. Among minor changes at the first-grade training schools should be mentioned the fact that Urdu was made optional in 1919 for the school at Cuttack, though the study of this subject was to be encouraged by the offer of a special prize. A new hostel has been built for the school at Ranchi, while at Cuttack the school and hostel buildings have been enlarged and a new practising school has been built. The stipends of the pupils with Middle qualifications have been raised from Rs. 6 to Rs. 8. In general the five first-grade training schools continue to do useful work and now that they are to train candidates of a better class they should be very useful indeed.

220. The problem of training teachers for primary schools is more difficult. The number of teachers in such schools has risen during the five years from 27,858 to 30,305 and that of trained teachers from 5,770 to 9,713, or 32 per cent. of the total. It was calculated in 1917 that the annual output of trained teachers required for these schools was 2,108. The number of Government training schools being 119, this figure could have been reached without difficulty if the annual output of each school had been raised to 18 or 20. In order that this result might be achieved, orders were passed in the year 1918 that

preference in admission should be given to men with Middle qualifications, who could be trained in a period of one year, and the number of pupils to be admitted annually to each school was raised from 16 to 20 in the following year. Unfortunately the supply of candidates with Middle qualifications has not proved equal to the demand and it is again becoming necessary to admit pupils for a two years' course, especially in the case of the schools for Muhammadan teachers, a fact which will result not only in slowing down the output but also in an output of a poorer quality. The want of qualified candidates is, however, not surprising when regard is had to the low stipends given in the schools and to the poor prospects now offered to trained teachers. As regards the first of these points, it has been decided to raise the stipends in January next to Rs. 9 for actual teachers with Middle or higher qualifications, Rs. 8 for actual teachers with lower qualifications, Rs. 7 for candidates for the teaching profession with Middle or higher qualifications and Rs. 6 for other candidates, slightly higher rates being allowed to actual teachers in the district of Sambalpur, but in order to find money to meet the cost of this change it will be necessary to reduce the number of pupils at each school from 20 to 17. This will reduce the maximum output of the Government schools to 2,023, but even this figure, when supplemented by the output of the three schools under private management, would fall but little short of the requirement, if men with Middle qualifications could be obtained for training. The recruitment of a good class of candidates must however necessarily depend upon the offer of more attractive prospects.

221. Another point which requires attention is the wastage in the number of trained teachers, which may be seen from the following table :—

Year.	Number of students who passed the examinations of primary training schools.	Increase in the number of trained teachers in primary schools over the figure for the previous year.
1917-18	868	774
1918-19	926	679
1919-20	1,849	899
1920-21	1,779	633
1921-22	1,519	958
Total ...	6,443	3,943

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It will be seen that the total increase in the number of trained teachers has been 3,943 while the number of teachers trained has been 6,443. Even if allowance is made for casualties, both among the teachers trained during the five years and among the trained teachers previously in employment, for the fact that some of these teachers find employment in middle schools, and for cases where one teacher has passed two different examinations during the five years, it is clear that there is a substantial wastage. This again indicates that the profession is not properly paid and that other walks of life are proving more attractive. Thus, though we have schools which could turn out practically as many teachers as we need if we could recruit for training sufficient men with Middle qualifications, we are in the first place suffering from a reduced output because we have to recruit men who require two years to be trained, and in the second place failing to retain a large proportion of the men who actually complete their training. That this should be so is not surprising when it is remembered that the great majority of trained teachers receive only Rs. 9 a month and that though this amount may be supplemented by small sums from fees and by occasional further assistance in cash or kind, it no longer provides a living wage for a man with a family who is dependent solely on his profession for his support. This is particularly the case now that receipts from casual presents are tending to decrease, while the average annual fee-income in a primary school has fallen from Rs. 37·4 five years ago to Rs. 36·1 at present.

222. During the five years two important changes were introduced in the schools other than those mentioned above. In July 1917 the head teachers were included in the Vernacular Teacher's Service, the pay of the other two teachers was raised and each school was given a fourth teacher, while in 1921 a revised syllabus was circulated, which was designed to concentrate attention on practical work. At the same time the condition of these schools is not satisfactory and further important changes are under consideration. In the first place the schools are so scattered that supervision is difficult, while the teachers appear in many cases to suffer in enthusiasm and skill owing to the remoteness of the localities to which they are sometimes posted. It is also often the case that men whose qualifications are limited to the Vernacular Mastership standard have not the necessary power of control over young men, who either are teachers themselves or are about to become teachers, and in consequence the discipline in some of the schools is poor and the work irregular. The question of concentrating

the schools is therefore under consideration. If we had a smaller number of larger schools, it might be possible to make better arrangements for their supervision and to appoint more highly qualified teachers.

223. In the last Quinquennial Report mention is made of an experimental scheme for the teaching of Urdu in *guru* training schools. The experiment did not prove successful, for the time available for this subject in a one year's course was necessarily so limited that the *gurus* could make little progress in it without detriment to their progress in the art of teaching.

224. The two Mission *guru* training schools at Ranchi continue to do good work. The S. P. G. school has a syllabus of its own, while that managed by the R. C. Mission follows the *guru* training school course. There were 54 pupils in these schools last year and 14 in the unaided school at Kairabani. These schools are intended primarily for the training of aboriginal students.

225. The Inspectors of Schools continue to hold periodical examinations in English Idiom and Pronunciation and in the Art of Teaching. These examinations do something to encourage teachers to qualify themselves for their profession.

226. The examinations of the training schools of all grades continue to be conducted by the School Examination Board, which is now composed of nine members, of whom five are appointed *ex-officio* and four are ordinary members nominated by the Director in view of their proficiency in the four principal vernaculars of the province. The *ex-officio* members are the Principal of the Patna Training College, the Inspector and Inspectress at Bankipore, the Lady Principal of the Badshah Nawab Razvi Training College and the Registrar of Examinations, who is the *ex-officio* Secretary. This Board also sets the papers for the Vernacular School Leaving Certificate examination, though the subsequent conduct of that examination is in the hands of the Inspectors. The cost of the examinations conducted by the Board amounted last year to Rs. 11,269 and the income to Rs. 1,258, which was realized mainly from the fees of private candidates.

CHAPTER XII.

The Education of Indian Girls and Women.

227. During the five years the number of public institutions for Indian girls fell from 2,553 to 2,516 and

that of private institutions from 56 to 24. The number of girls in public institutions rose from 60,336 to 60,680, while in private institutions there was a fall from 1,071 to 477. As the number of girls in boys' schools fell during the five years from 49,495 to 45,560 the total number of Indian girls at school fell from 110,901 to 106,717 and represents only 4·1 per cent. of the number of girls of school-going age. It is interesting to note that while the total number of girls has decreased, the number in public institutions for girls has risen; neither co-education nor education in private institutions appears to be popular. Again the figures for secondary schools, as noticed below, show a substantial improvement throughout and hold out hope of a larger supply of teachers in the future. The expenditure on public institutions for girls has risen during the five years from Rs. 4,31,241 to Rs. 5,78,012, there being an increase from Rs. 1,52,232 to Rs. 1,75,775 under provincial revenues, from Rs. 1,65,734 to Rs. 2,36,197 under district funds and from Rs. 19,213 to Rs. 37,283 under municipal funds.

228. The slow rate of progress is attributed by the Inspectresses partly to the factors which have influenced boys' schools also and partly to special causes. Among the former may be mentioned the non-co-operation movement and economic stress. The latter reacts quickly on girls' schools. In primary schools the cost of educating a girl and a boy is practically identical (Rs. 6·6 against Rs. 6·5) but in a High school a girl costs Rs. 108·4 against Rs. 55·3 for a boy, while in a Middle English school the figures are Rs. 67·1 against Rs. 31·1, in a Middle Vernacular school Rs. 29·4 against Rs. 21·1 and in a training school Rs. 405·3 against Rs. 136·5. Hard times must therefore be felt keenly by secondary schools for girls and the improved figures under this head are the more encouraging. As regards primary schools the position is less satisfactory. At the beginning of the previous quinquennium the minimum stipend for an untrained teacher in a girls' school was fixed at Rs. 9, a substantially higher figure than that given to such teachers in boys' schools, because in girls' primary schools no fees could be realized, a state of affairs which continues to afford a pathetic comment on the interest taken, especially in rural areas, in the education of girls. The Inspectresses report that this minimum is frequently disregarded and that stipends of Rs. 5, Rs. 6 and Rs. 7 are now being given with the result that teachers leave girls' schools in search of fees elsewhere. Among the special causes affecting progress are of course the *pardah* system, the early marriage of girls, the difficulty of obtaining trained teachers and the conveyance problem. It is reported that

a certain number of trained Muhammadan teachers cannot find employment and the supply of Christian teachers is fairly large, but trained Hindu teachers cannot be obtained and more training classes are urgently needed: the reports make special mention of the needs of the Patna and Chota Nagpur Divisions and of the lack of teachers qualified to work in secondary schools and urge that substantial progress is impossible so long as the majority of the girls' schools have to depend for teachers on old men whom the villagers may respect but in whose ability as teachers for small girls they can have little confidence. As regards conveyances parents throughout the province and especially in towns do not care to let their children walk to school and usually expect the necessary conveyances to be provided free of charge, or at any rate at a very small cost, by the school authorities. Mrs. Banks complains that many parents who have their own conveyances decline to send their girls to school in them but make use of the school bus, for which they have only a small fee to pay, and Miss Parsons notes that many parents object to paying even the conveyance fee of Re. 1 introduced at her practising school two years ago, especially in the case of small girls. The co-operation of the richer parents in this matter would be a great help; the number of conveyances which a school can provide is not unlimited and at the Bankipore girls' school, for instance, want of room in the conveyances is keeping down the roll number: if parents who can afford to do so would make their own arrangements many poorer children would be able to come to school.

229. The temporary Intermediate classes in Arts at the Ravenshaw Girls' School have been in existence since the year 1915-16, and at the end of the period under review had 12 students on the roll. I had hoped that these classes would long ago have been placed on a permanent footing, but owing to the expense involved this has not been possible and as a result the teachers are discontented and one of them is likely to resign. Contented work can scarcely be expected from teachers who are kept on a temporary footing for so long as seven years. It would be a great pity to close these classes, which have been doing very good work, and I hope that they will be placed on a permanent basis shortly.

230. The number of girls' high schools has risen during the five years from 3 to 4 owing to the recognition of St. Margaret's High School at Ranchi as a High School during the year 1919, and the number of pupils has risen from 330 to 647. The four schools are the Ravenshaw Girls' School, the Bankipore Girls' School, St. Margaret's School and the Giridih

Girls' School. The three former are all doing well, but the roll of the school at Giridih has shrunk to 30 and it seems doubtful whether the continuance of the present grant of Rs. 450 a month can be justified. In the year 1919 a hostel and Principal's quarters were built for the Ravenshaw Girls' School and in the year 1920 the school at Bankipore was moved from rented accommodation to a large Government bungalow on the banks of the Ganges, a temporary hostel and Principal's quarters being erected in the same compound. New buildings have also been constructed for St. Margaret's School. The Senior Assistant mistress of the Ravenshaw Girls' School was sent to England for a course of training which she has just completed. Mention is made below of the fact that St. Margaret's school has now practically abandoned the Matriculation course in favour of the special subjects for girls allowed for the School Leaving Certificate. The other schools have not followed this example, but at the Ravenshaw Girls' School there is a cookery class which is very popular.

231. The number of Middle English Schools rose during the five years from 5 to 11 and that of their pupils from 679 to 952. Of the old schools, St. Margaret's at Ranchi has become a High School, and the seven new schools are the Baptist Mission School at Balasore, the Bengali School at Ranchi, the Makhoda Girls' School at Bhagalpur, the Chapman Girls' School at Muzaffarpur, the Bengali Girls' School at Hazaribagh, the Lutheran School at Ranchi, and the Jamshedpur Girls' School, which appears to have been returned as a Middle English School, though the Inspectress does not mention it as such. The increase in the number of these schools is satisfactory and some of them are doing very well. A complete set of new buildings has been constructed for the Baptist Mission School at Bankipore, a bungalow has been purchased for the American Mission School at Muzaffarpur and a large building grant has been given to the C. M. S. School at Deoghar. A very fine building was erected for the school at Jamshedpur, but this has since been handed over to the new Technical Institute and the Inspectress reports that the girls' school is now not well housed.

232. The number of Middle Vernacular Schools remains 11, but that of their pupils has risen from 1,243 to 1,445. Of the old schools, the Baptist Mission School at Balasore and the Chapman Girls' School have become Middle English Schools and the Baptist Mission School at Hatigarh in the Balasore District has been reduced to the upper primary status; but these have been replaced by the Hindu Kanya Pathshala at

Gaya, a school under the management of the C. E. Z. Mission at Bhagalpur and a Government Middle Vernacular School at Puri.

233. The number of primary schools and recognized *maktabs* together has fallen from 2,520 to 2,501 and that of their pupils from 57,477 to 57,027. There is nothing particular to record in regard to these schools beyond the failure of District Boards, which I have already mentioned, to keep the stipends up to the rates prescribed. Many Boards are receiving considerable additions to their incomes and I trust that they will bear this point in mind. No sensible parent will send his girl to school if the teacher is incompetent, but the stipends now given, unsupplemented as they are by the fees which boys' schools produce, are often insufficient to attract competent men and still less can they be expected to attract qualified women.

234. The number of training schools for women remains 8 as it was five years ago, but the number of pupils has risen from 137 to 143. Five years ago there were two Government schools and six managed by Missions, but of the latter the school at Maharo in the Santal Parganas was converted into a lace school in the year 1919 and in the same year a temporary Government training class for Hindu women was opened at Cuttack. This last class has proved successful. It has now 12 pupils on the roll and the question of placing it on a permanent basis is under consideration. The class at Muzaffarpur has been badly hit by the non-co-operation movement and though it has now a whole-time Superintendent and good accommodation for 10 Hindu and 10 Muhammadan women, the number of students under training is only 8, all of whom are Hindus. Proposals have been under consideration for some years for opening another training class under Government management at Gaya, but it has not yet been possible to provide funds. It may be suggested that with accommodation available at Muzaffarpur, girls from Gaya might well be sent there and the Inspectress will no doubt bear the suggestion in mind, but I am doubtful whether many women will be ready to go far from their homes for training. Another possibility would be to extend the Badshah Nawab Razvi Training College, but that college now trains only women of the higher castes and it seems probable that if girls of the lower castes were admitted, many of those under training would leave. It is true that the opening of training classes is expensive, but unless more classes are opened we shall never be able to obtain the additional teachers who are badly needed.

235. During the five years the buildings of the Badshah Nawab Razvi Training College were acquired from the Bettiah Estate, which very kindly sold them at a price much below their true value. The buildings are now being improved and enlarged and, when the work is complete, the college will be very nicely housed. All the training classes have made satisfactory progress, especially the Badshah Nawab Razvi Training College and the S. P. G. class at Ranchi, which has now a senior section. At the Badshah Nawab Razvi Training College it was found that it was useless to train women who had not passed the middle standard, and since the supply of such women was very limited a preparatory class for adults was opened in the year 1919. This has proved a great success. During the past four years the number of women in it has averaged more than 20. Last year 13 women from this class passed the Middle Examination and these are now being trained.

236. Since the close of the period under review a meeting has been held of the Head Teachers of all the classes and various improvements have been made in the syllabus. The course for the Senior Certificate will now be of one year's duration for candidates who have obtained the Junior Certificate and have read up to class X of a High School and of two years' duration in other cases. No candidate will be admitted to the course who has not read up to class X nor will any candidate under 18 years of age be admitted to the examination. The course for the Junior Certificate will be of one year's duration for women of 18 years or more of age who have passed the Middle Examination and of two years in other cases. No candidate who has not read up to the Upper Primary standard will be admitted to the course nor will any candidate under 16 years of age be admitted to the examination.

237. The scheme for the training of wives and other relatives of village teachers continues in force on a small scale as before. Ten stipends in all are given and the value is Rs. 5 a month. Originally the scheme was confined to the relatives of *gurus* who were themselves sufficiently trained to undertake the work; the women were required to have had so much previous education as would enable them to be trained as teachers in two years and they had to undertake on completion of their course either to become teachers or to join a regular training class. Later the scheme was extended to actual teachers not in receipt of stipends from public funds and not necessarily relatives of *gurus*; the stipend holders have in this case to study for three hours daily and appear at the lower primary examination.

The results are encouraging ; of seven women who have recently completed the course six have done well.

238. The number of technical, industrial and agricultural schools has risen from 5 to 10 and their expenditure from Rs. 8,860 to Rs. 10,440, but the number of their pupils has fallen from 340 (including two boys) to 331. Of the old schools, the lace schools maintained by the S. P. G. and Roman Catholic Missions at Ranchi have now become paying concerns and no longer submit returns. There remain a lace and embroidery school attached to the Badshah Nawab Razvi Training College, a class for knitting and weaving under the management of the Roman Catholic Mission at Bettiah, an agricultural class managed by the C. M. S. at Pathra and lace schools at Pakur, Pathra and Maharo in the Santal Parganas, at Khunti and Tonzo in the Ranchi District, at Purulia and at Singhani near Hazaribagh. Most of these classes receive small grants.

239. *Zanana* education is carried on by peripatetic teachers and by central gathering classes, the latter including the *atu* classes, which are intended mainly for Muhammadans. The number of peripatetic teachers has fallen during the five years from 35 to 27 and that of their pupils from 630 to 461; the decrease is due mainly to a reduction from 20 to 14 in the number of such teachers employed by the Baptist Mission at Balasore. The number of *atus* on the other hand has risen from 22 to 26 and of central gathering classes from 3 to 4 and the total number of pupils under instruction has risen from 484 to 583. The peripatetic system has obvious advantages in a country where the *pardah* system is so strong, but it is an expensive one, for few girls can be taught at one time, and since the girls taught under this system come largely from the better classes, it would seem that a substantial part of the cost should be met from private funds, whereas at present almost the whole is paid by Government. I have recently heard that a Bihari gentleman contemplates making a large endowment for providing his native town with peripatetic teachers and this example is much to be commended.

240. The miscellaneous school for girls shown in the returns is that attached to the Leper Asylum at Purulia. It has 135 girls and 111 boys on its roll.

241. The appointment of a lady medical officer for the girls' schools in the province appears to have been much appreciated, though mention is made in one report of an objection

taken to her work at one school on the ground that any formal written report as to a physical defect or weakness in a girl is likely to prove prejudicial when her marriage is being considered. In this particular school, which is one attended by girls belonging to well-to-do families, it was found that only three girls out of every five were even fairly well nourished. In general a large proportion of the girls examined was found to need medical attendance in one form or another, which indicates that there is plenty of work for the doctor to do.

242. The curriculum for girls' schools remains much the same as that for boys' schools except that at the School Leaving Certificate Examination for High Schools a much wider range of subjects is allowed than at the Matriculation. The authorities of St. Margaret's School have taken advantage of this option and now do not present girls at the Matriculation, but take up such subjects as Domestic Science. The other girls' schools have not yet followed this example. Miss Parsons, however, is of opinion that the desire for a separate curriculum with more stress on subjects such as needlework and music is growing.

243. After Lady Baden Powell's visit to Ranchi two years ago an enthusiastic troop of Girl Guides was formed at St. Margaret's School. This has received much help from ladies in Ranchi, who have had previous experience of the work, and the troop is in a flourishing condition. Another troop has been formed at the practising school attached to the Badshah Nawab Razvi Training College.

244. The number of middle, upper primary and lower primary scholarships won by girls is 5, 16 and 225, against 2, 10 and 93, respectively, five years ago. The increase is due to the new scholarship rules introduced in the year 1920 under which the number of lower primary scholarships to be reserved for girls was fixed at one quarter of the total number of such scholarships, and the number of scholarships of all grades was largely increased. Two scholarships are awarded annually to girls on the results of the Intermediate and three on the results of the Matriculation Examination.

245. The Associations for Women Teachers at Ranchi and Bankipore are in an active condition. That at Ranchi is attended by Christian teachers. At Bankipore the meetings were formerly held in strict *pardah*, but it was found that the subjects discussed at these meetings did not appeal to the teachers from the more advanced schools and it seems likely that the association will have to be divided into two branches.

CHAPTER XIII.

The Education of Europeans.

246. At the recent census the number of Europeans under 18 years of age in the province was found to be 1,316 and of Anglo-Indians 1,765. If from these totals we deduct children under 6 and a certain number of older children who are being taught at home preparatory to an education in Europe it will be seen that the problem of educating the European and Anglo-Indian children in the province is not a very large one.

247. The number and distribution of the European schools in the province has not changed during the past five years. There are still four boarding schools maintained by Missions and fifteen day schools maintained by railways, ten by the East Indian Railway, three by the Bengal-Nagpur Railway and one each by the Eastern Bengal Railway and Bengal and North-Western Railway. The number of pupils has risen during the five years from 1,094 to 1,219, but the direct expenditure has fallen from Rs. 1,19,768 to Rs. 1,15,172 and the proportion of the direct expenditure which is met from provincial revenues is Rs. 40,359 against Rs. 36,720 five years ago. Taking direct and indirect expenditure together the total has risen from Rs. 2,12,763 to Rs. 2,56,983, provincial revenues contributing Rs. 1,18,182 last year against Rs. 85,925 five years before, and fees Rs. 85,660 against Rs. 58,238; the expenditure from provincial revenues last year was, however, unusually large owing to the payment of a non-recurring grant of Rs. 13,000 which is mentioned later. The average annual fee paid is now Rs. 77 against Rs. 55 five years ago. It is somewhat difficult to calculate how much of the total sum paid in fees is due for tuition and how much for boarding. Of the indirect expenditure on boarding charges Rs. 55 per boarder was met from fees, but many of the boarders are too poor to pay any thing, so this average is not an accurate guide. Omitting this item the average fee is Rs. 54 and this may be taken as a correct figure for a day scholar.

248. In the year 1918 a provincial Code of Regulations for European Schools was published. This contains few deviations from the Bengal Code except that the rules for building grants were redrafted to conform to those relating to schools for Indians. During the year 1921-22 the Code was so modified as to allow the attendance of non-European scholars to count towards grants-in-aid and to provide that such scholars should not be charged a higher fee than others. It is interesting to

note that the number of Indian students in European schools has risen. Five years ago it was 19 and now it is 72; of these 35 are in the Apprentices' school at Jamalpur.

249. The inspection of European schools was managed until February, 1919, by the Inspector of the Chota Nagpur Division. This arrangement was found to interfere with the Inspector's ordinary work and accordingly the duty was transferred to the newly appointed Registrar of Examinations, by whom it was performed for the rest of the period under review.

250. The system of scholarships referred to in the last quinquennial review is still in force, except that the value of the free studentships has been raised from Rs. 2 to Rs. 3 a month. Many of these scholarships have hitherto been held in other provinces and under the old financial arrangements they were in most cases paid for by those provinces. Under the new constitution such charges are passed on to this province, and will have to be paid from the Bihar and Orissa budget; on the other hand a number of students in our schools who are drawing free-boarding grants come from other provinces and the charges on their account will presumably be passed on to the provinces concerned. Inter-provincial adjustments of this kind are, however, not wholly satisfactory and it would be better in many ways if our scholars could all be educated within the province. It is proposed now to make a rule that no scholarship should be made tenable outside the province if a suitable school, giving education of the standard required, is available in Bihar and Orissa, and with the opening of the proposed schools at Ranchi the local facilities will be greatly increased.

251. The need for the schools at Ranchi, referred to in the previous paragraph, was mentioned in the last review. It is gratifying to be able to report that the scheme has now made substantial progress. The S. P. G. Mission has taken up the work and is to establish two schools, one for boys and one for girls, each of which will accommodate 120 pupils. The non-recurring cost is estimated at Rs. 3½ lakhs and Government have promised to pay half of the expenditure actually incurred on this head subject to a limit of Rs. 1¾ lakhs. By the end of 1920-21 the Mission had collected Rs. 1,25,000 and a corresponding Government grant was made, while in 1921-22 the Mission and Government each contributed Rs 13,000. The opening of these schools should save parents a large sum in railway fares, while since the climate of Ranchi, though in most ways excellent, is by no means as cold as that of the hills, the expenditure on warm clothing will also be greatly reduced. I hope that these

schools, which are to be called after Bishop Westcott, will be of great help to the large European community working on the mines and railways in Chota Nagpur. The school for girls is to be opened in February, 1923; the building of the boys' school has yet to be begun.

252. In this connection the following statement regarding the capital expenditure on European schools during the five years will be of interest :—

Source of expenditure.	Middle English Schools.	Primary Schools.	Special Schools.	Total.
1	2	3	4	5
1917-18.	Rs.	Rs.	Rs.	Rs.
Provincial revenues	20,612	...	...	20,612
All other sources	15,124	...	...	15,124
Total ...	35,736	...	...	35,736
1918-19.				
Provincial revenues	35,539	20,859	...	56,398
All other sources	21,339	1,300	...	22,639
Total ...	56,878	22,159	...	79,037
1919-20.				
Provincial revenues	12,166	...	...	12,166
All other sources	67,815	...	...	67,815
Total ...	79,981	...	...	79,981
1920-21.				
Provincial revenues	1,35,058	511	...	1,35,569
All other sources	34,275	5,422	410	40,107
Total ...	1,69,333	5,933	410	1,75,676
1921-22.				
Provincial revenues	26,833	632	...	27,465
All other sources	28,331	5,847	443	34,621
Total ...	55,164	6,479	443	62,086

Of the grants given, other than that for the school at Ranchi, the most important were Rs. 31,790 in 1918-19 for a hostel for the Stewart School at Cuttack, Rs. 12,095 and Rs. 8,680 in the same year for new buildings for the East Indian Railway schools at Dhanbad and Gomoh, and Rs. 18,199, partly in 1919-20 and partly in 1921-22, for restoring the main building of St. Michael's school at Kurji.

253. The four boarding schools are St. Michael's School at Kurji, St. Joseph's Convents at Bankipore and Cuttack and the Stewart School (formerly the Protestant European School) at Cuttack. These are all middle schools. They have undergone no great change during the five years. The number of boarders has risen from 464 to 463; the free boarding grant for orphans and destitute children was raised from Rs. 8 to Rs. 10 during the year 1918 and a new hostel was opened in 1921 for the Stewart School. It may be noted that even Rs. 10 does not now always cover the cost of boarding a pupil, the average sum spent being about Rs. 140 a year. Of the four schools the Stewart School at Cuttack, which had fallen into a rather unsatisfactory condition, has perhaps made the most progress. St. Michael's School sustained a heavy loss by the death of its energetic Principal, the Rev. Brother George.

254. There is nothing special to record regarding the primary schools, except the opening of new buildings at Dhanbad and Gomoh. The same applies to the technical school at Jamalpur, though in this case the increase in the number of pupils from 70 to 107 is interesting. This school is maintained by the East Indian Railway for the benefit of the apprentices in their locomotive workshops.

255. Last year only four candidates appeared for the Cambridge Junior local examination and two of them passed against 11 and 9 five years before. Eighteen appeared at the Preliminary local examination and five for the elementary school certificate; all of these were successful. Five years ago the number of successful candidates at the Preliminary local examination was 27 and for the elementary school certificate 7. The elementary school examination has hitherto been conducted for us by the Inspector of European Schools in Bengal, but it is about to be abolished and the question of replacing it is under consideration.

256. The Cadet Corps at St. Michael's School has ceased to exist, having been replaced by a troop of Boy Scouts which has 88 members and is doing well.

257. The number of teachers in European Schools is 79. Three of these are graduates against 4 in 1916-17 but the number of trained teachers has risen from 40 to 47.

CHAPTER XIV.

The Education of Muhammadans.

258 The number of Muhammadans in the province is 3,690,182 or 10·85 per cent. of the population. The number of Muhammadan pupils is 98,896 out of a total of 810,382 or 12 2 per cent. The Muhammadans thus remain in advance of the average for the whole community, though during the five years their advantage has slightly decreased, for on March 31st, 1917, they provided 13·1 per cent. of the number of pupils. The fall is no doubt connected with the *Khilafat* movement, an agitation designed to arouse the religious feelings of a whole community. No one movement could hope to appeal at once to the religion of the whole of the rest of the population.

259. The number of Muhammadan pupils has decreased during the five years in Arts colleges and in schools of every class, if for this purpose primary schools and special schools are taken together; this grouping is necessary because five years ago 1,295 *maktabs* were classed as special schools, while this year all *maktabs* have been shown as primary schools. The decrease for Arts colleges during the five years is 86 though there was an increase of three last year, while professional colleges show an increase of 11 last year and of 22 in the total. Secondary schools show a drop of 3,864 pupils during the five years and primary schools and special schools together of 6,554, while private institutions show a loss of 990. In the last case there was an increase of 241 pupils during 1920-21.

260. The following figures show the proportion of Muhammadan scholars to the total number of scholars in the different stages of secondary schools :—

Year.	Secondary schools.	High stage.	Middle stage.
1	2	3	4
1916-17	13·9	17·0	10·7
1920-21	13·1	13·3	7·9
1921 22	10·3	12·6	8·1

261. The different types of institutions for Muhammadans have been or will be noticed in the appropriate chapters of this report. *Madrassas*, for instance, are dealt with in the chapter on Oriental studies, recognized *maktabs* in the chapter on primary education and private institutions in the chapter so designated. It may however be convenient to give a summary here.

262. The number of recognized *madrassas* has fallen during the five years from 16 to 10, and that of their pupils from 1,329 to 677. The expenditure on this head has fallen from Rs. 27,444 to Rs 26,508, but owing to the fact that one *madrassa* is now maintained by Government the expenditure from provincial revenues has risen from Rs. 4,098 to Rs. 20,840. No expenditure is incurred on these institutions from district or municipal funds. The Superintendent of Islamic Studies states that more liberal grants are required for the *madrassas* under private management, if they are to be made efficient. As noted elsewhere the *madrassa* syllabus has proved unpopular A new syllabus has been prepared and has already been introduced provisionally in the Madrassa Islamia Shamsul Huda.

263. The question of establishing a Board to conduct examinations in Islamic subjects was under consideration at the end of the period under review. The Superintendent of Islamic Studies suggests that, when such examinations are started, a certain number of scholarships should be awarded on their results and that the different examinations should be regarded as equivalent to various University examinations, provided that the candidates satisfy the University in English by the standard in question.

264. The number of recognized *maktabs* has fallen during the five years from 2,403 to 2,279 and that of their pupils from 60,321 to 57,342. The expenditure has however increased from Rs. 2,57,997 to Rs. 3,13,187, there being a substantial increase in the expenditure from provincial, district and municipal funds alike. In 1917-18 orders were passed authorizing Inspectors of Schools in consultation with the District Boards to reserve each year for pupils reading in *maktabs* a proportion of the lower primary scholarships in each district corresponding to the ratio which the number of *maktab* pupils bears to the total number of pupils in lower primary schools and *maktabs*. This should do something to improve the prospects of *maktab* pupils. Another matter to which attention has been directed is the provision of Urdu teaching in upper primary schools. The number of such schools with Urdu teachers was 73 in 1920-21 but last year the figure was 78. For Middle schools the figure is 82 against

86, the decrease being confined to Tirhut where one of the schools in question has become a High school, one has been nationalized, one has disappeared and one has ceased to employ an Urdu teacher as it lost its Urdu reading boys. The *maktab* syllabus is reported to need revision : the Urdu books are said to be too simple and in some quarters there is a wish for the inclusion of Persian in the course, in which case it would be brought more into line with that of the Sanskrit *pathshalas.*

265. The number of unrecognized *madrassas,* shown in the returns as advanced private institutions teaching Arabic or Persian, fell during the five years from 299 to 113 and that of their pupils from 5,007 to 3,232, while the number of Koran schools fell during the same period from 180 to 128 and that of their pupils from 2,759 to 2,093. Too much reliance must not be placed on these figures, as private institutions are not under any obligation to submit returns, but the fact that there has been a decline in independent institutions of this class and a large increase in public expenditure on recognized *madrassas* and *maktabs* indicates that the causes which have led to the fall in the number of Muhammadan pupils lie outside the control of the department.

266. During the five years three new training schools were opened for Muhammadan teachers at Bhadrak, Daltonganj and Bastwara in Darbhanga, respectively, making the total 15. At most of these schools it is found impossible to obtain candidates who have passed the middle examination and men of lower qualifications are therefore being trained, the output, which should be 300 trained teachers a year, being in consequence almost halved. The school at Daltonganj was intended to serve the whole of the Chota Nagpur Division, but the Inspector of Schools reports that it has never yet had its full complement of pupils, though the local bodies in the division have offered to pay the railway fare of students and in some cases to give additional stipends also. The problem is a difficult one, but the real solution no doubt lies in so raising the wages of a trained teacher as to encourage candidates to qualify themselves.

267. It is difficult to give accurate statistics as to the hostel accommodation available for Muhammadans, for though in some cases separate hostels are provided, in the majority only a separate kitchen has been built. Each of the training schools has its hostel while the reports mention ten hostels in Tirhut, four in Bhagalpur and four in Orissa.

268. At the end of the period under review 5 Muhammadan officers were serving as District Inspectors and 40 as Sub-Inspectors or Assistant Sub-Inspectors against 4 and 33, respectively,

five years before. The number of inspecting *maulavis* was raised during the quinquennium from 10 to 17 and the number of special inspecting officers for Muhammadan education remained five. In addition a Superintendent of Islamic Studies was appointed ; his duty will lie mainly in the improvement of the *madrassas*, but he will advise also on general questions affecting the education of Muhammadans. The special inspecting officers are recruited from among Sub-Inspectors and their duties lie in bringing to notice the requirements of Muhammadans generally rather than in connection with the *madrassas*, for which work a more specialized knowledge of Islamic Studies is required. I have considered the possibility of replacing these officers by two Assistant Superintendents of Islamic Studies, but if this were done there would be a risk that in some divisions and districts the special needs of Muhammadans might not be brought to notice and a change is therefore probably not desirable. I have also considered whether the inspecting *maulavis*, like the inspecting *pandits*, could be dispensed with, but again in that case there would be some likelihood that the special requirements of the *maktabs* might be neglected.

269. The number of middle and primary scholarships obtained by Muhammadans during the years 1916-17 and 1921-22 was as follows :—

	1916-17.	1921-22.
Middle scholarships ...	11	19
Upper Primary scholarships ...	7	11
Lower Primary scholarships ...	38	98

The increase is due to the large number of additional scholarships sanctioned with effect from the 1st of January, 1920.

270. The number of *atus* at the end of the quinquennium was 26 with 471 pupils against 22 with 396 pupils five years ago; these women teach Muhammadan girls who are collected for the purpose at convenient centres. Most of the *atus* teach in the Patna City Municipality and their work is supervised by a Muhammadan lady superintendent. At the end of the period under review there were also six peripatetic teachers specially employed in the education of Muhammadan women. The total number of Muhammadan girls at school was 18,115 against 20,057 five years before.

CHAPTER XV.

The Education of Special Classes.

271. There is no institution in the province specially designed for the education of children of the upper classes. There is however, a hostel at the Ranchi Zila School which was built

from money realized by public subscriptions and is intended for the sons of zamindars. It has accommodation for 30 boarders and the roll number on 1st April 1922 was 19.

272. The aboriginal population of the province at the census of 1921 is given by the Census Superintendent as follows :—

Name of Division.	Christian aborigines.			Non-Christian aborigines.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10
Patna ...	3	17	20	69,680	70,444	140,124	69,683	70,461	140,144
Tirhut ...	96	78	174	23,370	21,936	45,306	23,466	22,014	45,480
Bhagalpur ...	4,236	4,279	8,515	510,631	517,226	1,027,857	514,867	521,505	1,036,372
Orissa ...	551	565	1,116	146,436	150,274	302,710	146,987	156,839	303,826
Chota Nagpur	105,454	106,695	212,049	1,007,715	1,034,176	2,041,891	1,113,169	1,140,771	2,253,940
Total ...	110,340	111,534	221,874	1,757,832	1,800,056	3,557,888	1,868,172	1,911,590	3,779,762

The following statement shows the number of pupils of these classes attending school or college :—

Name of Division.	1916-17.				1921-22.			
	Christian aborigines.		Non-Christian aborigines.		Christian aborigines.		Non-Christian aborigines.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9
Patna	...	...	15	...	...	...	112	7
Tirhut	...	...	226	5	...	...	224	...
Bhagalpur	795	554	12,232	497	1,136	885	13,825	684
Orissa	52	22	3,342	379	54	43	3,059	327
Chota Nagpur	13,507	4,594	18,441	615	13,300	5,574	19,561	610
Total ...	14,354	5,170	34,256	1,496	14,390	6,502	35,781	1,628

The percentage for Christian aborigines of school-going age is 86·7 for males and 38·8 for females, while for non-Christians the figures are 13·5 and 0·6, a striking testimonial to the work of the missions.

273. The following table shows the stages of instruction reached by aboriginal pupils :—

	Males.	Females.	Total.
1	2	3	4
College stage	36	...	36
High stage	519	23	542
Middle stage	1,126	183	1,309
Upper primary stage	2,781	483	3,264
Lower primary stage	44,371	7,026	51,397
Special schools	609	389	998
Private institutions	729	26	755
Total ...	50,171	8,130	58,301

274. The special staff for the inspection of aboriginal schools consists of 2 Deputy Inspectors in the Subordinate Educational Service (one for the Santal Parganas and one for Chota Nagpur), 3 sub-inspectors in the Subordinate Educational Service in Ranchi and 10 on a special scale of pay of Rs. 40-2-60, of whom 7 are in the Santal Parganas, 2 in Ranchi and one in Monghyr. In addition to these, seven of the ordinary sub-inspectors in Chota Nagpur are aborigines by birth. Mention has been made in an earlier chapter of the two mission training schools for aboriginal masters at Ranchi, each of which receives a Government grant of Rs. 3,030 a year, while of the training classes for women three, which receive grants amounting in all to Rs. 7,752 a year, are intended for aboriginal girls. Three of the Government *guru* training schools in the Santal Parganas are reserved for aborigines and the expenditure on them last year from public funds was Rs. 5,462. The number of special schools for aborigines is 5 with 56 pupils in the Patna Division and 22 with 415 pupils in Orissa ; in Chota Nagpur, the Santal Parganas and the Khondmals the question of reserving special schools for these pupils does not arise as a large number of schools are attended only or mainly by aborigines. Two senior and seven junior scholarships and ten special free-studentships

in colleges are now reserved for aboriginal students, the free-studentships and five of the junior scholarships having been sanctioned in the year 1921 in compliance with a resolution of the Legislative Council. The District Committee of the Santal Parganas awards to aborigines two special middle scholarships of Rs. 6 each a month tenable for four years at the C. M. S. High School at Bhagalpur. Middle and primary scholarships being distributed on a territorial basis, aboriginal students can obtain a fair share of them, but it has been suggested that some reservation of upper primary scholarships is desirable and the Inspectors will no doubt consider the point. Last year aboriginal pupils won 7 middle, 9 upper primary and 73 lower primary scholarships. Mention is made in a later chapter of the question of text-books in the aboriginal languages.

275. It is impossible to give an approximate estimate of the sum spent on the education of aborigines, since in areas inhabited mainly by these people almost the whole expenditure on schools is intended for their benefit. Taking into account, however, only expenditure definitely earmarked for aborigines, the following figures may be given :—

	Rs.
(1) Two Deputy Inspectors and 3 Sub-Inspectors in the Subordinate Educational Service and 10 Sub-Inspectors on Rs. 40-2-60 including travelling allowance.	20,779
(2) Aided training schools for men	6,060
(3) Aided training schools for women	7,752
(4) Government *guru* training schools	5,162
(5) Special senior and junior scholarships and free-studentships in colleges.	3,600
(6) Special middle scholarships awarded in the Santal Parganas.	576
(7) Special schools in Patna and Orissa	2,815
Total ...	47,044

In addition, aborigines are allowed a specially low scale of fees at all Government schools, and in schools or classes, where no fees were charged until recently, the Headmaster is allowed to grant free-studentships at his discretion up to a limit of 25 per cent. of the number of aboriginal pupils, which limit may be further extended by the Director to a maximum of 50 per cent.

276. The number of members of the untouchable classes is as follows :—

Name of division.	Males.	Females.	Total.
1	2	3	4
Patna	6,620	5,994	12,614
Tirhut	13,233	13,665	26,898
Bhagalpur	53,872	54,470	108,342
Orissa	358,938	402,553	761,491
Chota Nagpur	42,352	42,451	84,803
Total ...	475,015	519,133	994,148

The number at school is as shown below :—

Name of division.	1916-17.		1921-22.	
	Males.	Females.	Males.	Females.
1	2	3	4	5
Patna	132	13	93	1
Tirhut	969	68	45	...
Bhagalpur ...	479	25	373	18
Orissa	13,396	1,575	12,036	1,613
Chota Nagpur ...	2,868	316	838	79
Total ...	17,844	1,997	13,385	1,711

277. The stages of instruction reached by these pupils are indicated in the following table :—

	Males.	Females.
1	2	3
Middle stage	11	...
Upper primary stage	96	3
Lower primary stage	13,164	1,707
Special schools	40	...
Private institutions	74	1
Total	13,385	1,711

278. The decline in the number of pupils of the depressed classes is unfortunate, for though it is true that the num er of pupils of all classes has declined, yet the figures now given show that the percentage of pupils to children of school-going age is only 18·7 for males and 3·4 for females. The steps taken for the education of the untouchables are the establishment of two special schools with 43 pupils in Patna, one with 18 pupils in Tirhut, one with 18 pupils in Chota Nagpur and 127 with 3,022 pupils in Orissa. Among the latter are the special schools for the Pans, of which 35 in the Angul district are maintained by Government at a cost of Rs. 3,448. In Sambalpur there are nine special schools for Gandas with 414 pupils and the expenditure last year was Rs. 2,268. In the coast districts of Orissa, Cuttack has 26 schools for the untouchables which receive stipends from the Board and 4 unaided schools of the same class. Thirteen of the stipendiary schools receive stipends at rates higher than those usually given and in addition the the Board pays a small capitation allowance to teachers of primary schools for teaching children of these classes. In Balasore a certain number of stipends are given to teachers of schools for the depressed classes and capitation allowances, scholarships and free-studentships are also given. In Puri special rates of pay have been given in some cases to teachers for teaching

children of the depressed classes, but it is reported that in other cases the rates are very low. The Government grants to these three last districts include a sum of Rs. 3,000 in all for capitation grants to teachers admitting pupils of the Pan caste. The inspecting *pandit* for Pan schools in Angul was discharged during the year 1920, his work being taken over by an officer of the Salvation Army. From Tirhut it is reported that in Saran special measures have been adopted for the education of *doms*, quarterly payments being made to the parents of those who attend school. The rate of these payments varies from Rs. 4 to Rs. 48 per quarter according to the class in which the boy is reading, and rewards are paid to the teacher on the results of the annual examination for every boy that passes. The Gaya Municipality and the Gaya District Board propose to open one and two more schools, respectively, for children of this class.

279. The total expenditure on the education of untouchables may roughly be given as follows :—

	Rs.
Special schools	11,885
Capitation grants to Pan pupils	3,000
Education of the Doms in Saran	848
Total ...	15,733

In addition to the above, pupils of the untouchable classes are granted the same concessions as aborigines in the matter of fees and free-studentships. The number of middle, upper primary and lower scholarships won last year by children of the untouchable classes was *nil*, one and four, respectively. The facts and figures given above appear to show that these classes need much more attention from local bodies and I have suggested separately to Government that all District Boards should be asked for reports on the subject.

280. The number of members of the criminal tribes in the province is as follows :—

Name of division.	Total
Patna	1,067
Tirhut	1,251
Bhagalpur	4,759
Orissa	15
Chota Nagpur	1,139
Total ...	8,231

The total number of these at school is reported to be 219 males and 29 females, the distribution by divisions being as follows :--

Name of division.	Males.	Females.	Total.
1	2	3	4
Tirhut	185	29	214
Bhagalpur	20	...	20
Chota Nagpur	14	...	14
Total	219	29	248

The Tirhut report mentions one special school with 55 such pupils costing Rs. 285.

281. The following table gives statistics for the factory schools in the province :—

Name of school.	Number of children employed in the factory.		Number of children attending school who are employed or children of employees.		Number of children attending school who are not connected with the factory.		Expenditure from					
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions and other sources.	Total.
								Rs.				Rs.
1. Peninsular Tobacco Company's school.	82	Nil	82	...	...	...	...	1,092	...	...	..	1,092
2. East Indian Railway Colliery Schools (30) at Giridih.	Nil	Nil	1,294	27	28	...	800	4,626	420	134	8,380	14,360
3. Mica mines schools (9).	215	53	105	3	25	1	...	633	...	305	238	1,075
4. Colliery schools in Manbhum (8).	700	Nil	120	...	52	...	...	1,258	..	...	...	1,369
5. Rakha (copper) Mines school.	37	18	19	...	4	...	...	92	...	...	203	309
6. Duia (iron) Mines school.	45	07	18	1	3	..	...	62	..	...	...	62
7. Mrs. Perin memorial night schools, Jamshedpur (3).	455	Nil	373	...	...	..	1,634	...	...	3,520	3,112	7,266
8. Kargali Colliery School (G.I.P.R.).	Nil	Nil	17	3	...	...	...	...	...	...	480	480
9. Bokharo Colliery School (E.I.R. & B.N.R.).	Nil	Nil	35	...	..	...	...	...	...	...	168	168
Total ·—55 ...	1,534	18	2,119	34	112	1	2,434	7,762	420	3,859	11,484	26,951

Five years ago there were 47 factory schools, and the number of children employed at factories who were attending these or other schools was reported to be 2,839.

282. A new building was completed during the quinquennium for the school in connection with the Peninsular Tobacco Company's factory at Monghyr. The colliery schools at Giridih are particularly interesting and have been fully described in a recent report by the Bureau of Education.

283. The number of Jains mentioned in the reports is 198, of whom 5 are attending colleges, 60 secondary schools, 61 primary schools, 2 special schools and 70 private institutions. Five years ago the number was 76.

CHAPTER XVI.

THE EDUCATION OF DEFECTIVES.

284. The following table shows the present position as regards the education of defectives :—

—	Blind.			Deaf mutes.		
	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7
Total for the province ...	15,266	15,826	31,092	12,269	7,767	20,036
Total for the province over 5 and under 20 years of age.	3,497	2,142	5,639	4,717	2,941	7,658
Total for the province at special schools.	35	25	60	...	...	...

The only school now in the province for defectives is the blind school at Ranchi. The establishment of a blind school at Cuttack was considered some years ago, but the idea was dropped owing to the lack of local support. A proposal has recently been mooted for a blind school at Patna.

285. As the table shows, the Ranchi school had 60 pupils at the end of the quinquennium. Of these 43 were boarders and 17 day scholars, 32 being over 20 years of age and 28 younger. The school is managed by the S. P. G. and the subjects taught are cane work and mat-making. The expenditure during the past year was Rs. 6,293, of which Government paid Rs. 2,148 and the municipality Rs. 55.

286. The school is under the charge of a Lady Superintendent and a Headmaster trained at the Calcutta Blind School. The Headmaster has trained the other teachers. It is reported that little difficulty is experienced in selling the articles made in the school and that those of the ex-pupils who live in Ranchi attend the workshop as day-workers. No information has been furnished as to the manner in which the ex-pupils not resident in Ranchi dispose of their manufactures. The Mission has its own arrangements for the medical care of the pupils, but there is no arrangement for the inspection of the school by experts in the training of the blind.

287. The accommodation in the school is cramped and more children cannot be admitted for want of room. Steps are being taken to collect funds locally and when this has been done it is intended to ask Government for a grant for the extension of the buildings.

288. There is no school in the Province for the education of deaf mutes, but one of the teachers at the Reformatory School was recently trained in Calcutta to enable him to teach the three such boys in that school.

289. Another special school, which may be noticed in this chapter, is that attached to the leper asylum at Purulia. It had 111 boys and 135 girls on its roll at the end of the period under review.

290. The information given above will show that the problem of the education of the defectives in this Province has as yet been scarcely touched. The movement to establish a school at Patna is thus welcome and I hope that similar movements may spring up elsewhere. It is also to be hoped that the system of medical inspection in schools will do something to bring to notice defective eye-sight and diseases of the ear in time to enable a cure to be effected before the cases become hopeless.

CHAPTER XVII.

The Hazaribagh Reformatory School.

291. The Reformatory School still presents a difficult problem owing to its size, the number of boys at the end of the quinquennium being 350 in the school and 46 on licence against 459 and 6 at the beginning. The fall in numbers is satisfactory, the number of admissions having dropped from 169 in 1920-21

to 101 in 1921-22 presumably owing to the good harvest of the latter year, but this fall may not be permanent and even 350 boys are too many for a school of this type. If the number were smaller it would be possible to allow the boys more freedom, and even perhaps to dispense with the jail-like walls which now surround the school, but, as things are, walls seem necessary and the institution therefore still remains too like a jail. It is however growing less so: the old semi-police guards have gone, the cubicles in the dormitories have disappeared and the pressing of oil and grinding of wheat are now done by machinery instead of by defaulters.

292. The cost of the school in the year 1916-17 (excluding expenditure incurred by the Public Works Department) was shown as Rs. 1,19,060 of which sum provincial revenues contributed Rs. 1,01,681. The gross total however included the estimated value of supplies from one branch of the school to another: these have now been excluded and the cost has come down to Rs. 1,16,018 against which must be set off a sum of Rs. 4,622 credited into the treasury as sale-proceeds, etc., leaving the net cost to provincial revenues as Rs. 1,11,396. The increase of Rs. 9,715 during the five years is due wholly to the rise in the cost of materials and food: the cost of establishment has declined owing to the changes in the staff detailed below. It should also be noted that under the new financial arrangements the Governments of Bengal and Assam contribute a share of the cost of the school based on the number of pupils coming from each province. This has reduced the net cost of the school by about two-thirds, for of the boys now in the school 213 come from Bengal, 120 from Bihar and Orissa and 17 from Assam.

293. The staff has been thoroughly reorganized during the past two years. With a view to economy the Foreman has been replaced by a Workshop Supervisor on lower pay, the post of Deputy Superintendent has been transferred from the Bihar and Orissa Educational Service to the Subordinate Educational Service and the post of Headmaster in the Subordinate Educational Service has been converted into one on a fixed pay of Rs 65. The old guards, 45 in number, have been replaced by a staff consisting of a Warden, an Assistant Warden, 14 literate housefathers and 6 menials: this change was made partly because it was found that men of the class from which the guards were recruited did the boys more harm than good, partly to render the school less like a jail and partly to provide a staff of men suitable to look after the boys outside school and workshop hours. The Special Deputy Inspectors employed to look after

discharged boys have been abolished, their work being handed over to the Sub-Inspectors concerned, who are now paid a bonus of Rs. 10 for each boy if their two years' supervision is satisfactory: this change was made partly to save money and partly because the large area which the Special Deputy Inspectors had to cover made their work almost necessarily too superficial to be of much value. The greater part of the money saved by these changes has been spent on raising the pay of the teachers, *mistris* and farm-instructors and on appointing the additional *mistris* required for the new workshop, together with an extra store-keeper and a clerk to deal with the work in connection with the ex-pupils.

294. During the quinquennium the admission of European and Anglo-Indian boys to the school was prohibited, there being no suitable arrangements for their instruction. It was also found that a watch for two years instead of three over the careers of ex-pupils would cover the period during which relapse was most probable and the rules were amended accordingly. A new edition of the Reformatory School Code has just been published.

295. The following statistics compare the careers of the boys discharged during the past five years with those of the boys discharged during the five years before:—

Period.	Employed.	Unemployed.	Reconvicted.	Placed under police surveillance.	Dead.	Untraced.	Total.
1	2	3	4	5	6	7	8
1912-17 ...	305	14	97	53	15	24	508
1917-22 ...	354	20	79	13	5	36	507

These results are encouraging except for the increase in the number of untraced boys. There was a rise to 10 in the number of such boys in 1921-22 and the Superintendent and Inspectors of Schools must give the matter their close attention.

296. The general health of the boys was much better in 1921-22, the number of admissions to the hospital being 332 against an average of 563 for the whole period of five years and 276 for the five years before. The number of admissions for malaria alone fell from 422 in 1920-21 to 170 in 1921-22. The four previous years had been unhealthy; 1917-18 saw outbreaks

of malaria, chicken pox and mumps; 1918-19 the great outbreak of influenza; 1919-20 malaria and chicken pox; and 1920-21 malaria, chicken pox and mumps. There were however four deaths from influenza in 1921-22 and one from black-water fever.

297. The 'trades' of cooking and pottery were abolished during the period under review and a masons' class was started again. All the boys, except untouchables, now take turns as cooks. The masons' class has done a lot of useful work for the school and undertakes the annual repairs.

298. Strenuous efforts have been made to increase the number of boys on licence, which has now risen to 46. With the opening of the new machine shop it is hoped to interest a wider class of employers and one that will treat the boys really well.

299. Of new buildings the most important is the workshop, which has just been fitted up and brought into use. It has a 20 horse power oil engine and a number of useful machines and should do much both to improve the training of the boys and to add to the earnings of the school. It remains now to provide an electric plant, which could light the dormitories and so enable the boys to be usefully employed in the evenings and could also drive much more economically the pump which flushes the sewers and irrigates the farm. The matter is under consideration. Other minor improvements to the buildings include a new set of staff quarters, the rebuilding of the dairy, new sweepers' quarters, an incinerator, a new shed for the pumping engine, patent stone flooring of the dormitories and a system of lightning conductors. The accommodation for the different trades has also been rearranged and special facilities have been provided for repairs to motor cars, a type of work which should help many of the boys to future employment.

CHAPTER XVIII.

Private Institutions.

300. The figures for private institutions show a loss of 763 schools but only of 449 pupils during the five years, while in 1921-22 there was an increase of 123 schools and 3,946 pupils. During the five years the number of advanced schools teaching Sanskrit or Arabic has fallen from 211 to 85, of elementary schools teaching a vernacular only or mainly from 1,837 to 1,195, and of Koran schools from 180 to 128. All these classes of

schools also show a large fall in the number of pupils. 'Other schools not conforming to departmental standards' have, however, risen in number by 242 and have 9,504 more pupils. Too much reliance cannot be placed on the figures, for private schools are under no obligation to submit returns and it is reported that some of the 'national' schools have refused to do so, but it is noteworthy that in 1919-20, the year before the non-co-operation movement, the number of private schools had fallen to 1,834 and of their pupils to 35,471 while the figures are now 2,002 and 47,105. It is, however, reported that the national schools are now ceasing to attract much interest, and the current year may very possibly show a considerable decline in their numbers. The matter is referred to again in paragraph 327 below.

CHAPTER XIX.

TEXT BOOKS, PUBLICATIONS AND LITERARY SOCIETIES.

301. On April 1, 1917 the Text-Book Committee had 1,289 books awaiting disposal; during the five years 3,146 more were received, making a total of 4,435, of which 1,982 were rejected, 1,643 were approved and 810 are still under consideration. From these figures it will be seen that the Committee is now keeping pace with its work. I am not, however, certain that the scheme of work is at present correct. Most of the books submitted are intended only for use as prizes or in libraries, and many of these are editions of standard works published by reliable firms. It would seem doubtful whether such books need be examined at all. Again, the number of text-books approved is so large that it can form but little guide to schools and allows a great variety of choice. It is no doubt desirable to encourage private enterprise, but if too wide a range of choice is allowed it is almost necessarily the case that some of the books are distinctly better than others, and again the probability is that when a boy moves from one school to another he will have to buy a new set of books. It has been suggested on these grounds that the Text-Book Committee should approve only a limited number of books for each subject and class, and the matter is being considered by the Education Committee. Meanwhile I may mention that the list of approved books recently published in the gazette contained the names of 3,243 books and covered 355 pages.

302. Until the year 1919 the Text-Book Committee's work was managed by the Inspector of the Patna Division in addition to his other duties, but since that year it has been taken over by

the Registrar of Examinations. An annual sum of Rs. 1,000 is divided among the members who review books and the average sum spent on travelling amounts to Rs. 1,378 a year.

303. The cataloguing of the valuable Persian and Arabic manuscripts in the Oriental Public Library continued during the five years. Khan Sahib Abdul Muqtadir was on duty through the period. Dr. Azimuddin Ahmad returned from his deputation to the Punjab University on 5th January 1919 and took over the work in connection with the Arabic manuscripts from Maulavi Abdul Hamid, but in July 1920 Dr. Ahmad was transferred to Patna College and Maulavi Abdul Hamid took up the work again. The volumes published during the five years are Nos. V, VI and VII and the cost of printing was Rs. 6,506, Rs. 3,629 and Rs. 7,468, respectively, while 32 sets of photographs of the unique illustrations in the manuscripts were prepared at a cost of Rs. 8,855. The work of cataloguing will take many more years to complete.

304. Owing to the revision of the syllabus for primary schools recommended by the Primary Education Committee of 1914, a committee was appointed in February 1916 to revise the Junior and Senior Teachers' Manuals. The Junior Teachers' Manual has been completed and the Hindi, Oriya and Bengali versions have been published. The Senior Teachers' Manual has been drafted and the members of the Committee are now translating it into the four vernaculars concerned.

305. The department has not published any further text-books in the aboriginal vernaculars, but the Kui reader for class III was introduced in the Khondmals in 1918 and the reader for class IV in 1919, the lower primary arithmetic in that vernacular and a reader for class II having been published in 1917 and a reader for class I in the previous year. The District Committee of the Santal Parganas is arranging to produce Santali versions of a hand-book of geography lessons for the Lower Primary classes, hand-books of nature study lessons for classes I to IV, arithmetic and *deshi hisab* books for the Lower Primary classes and the Junior Teachers' Manual.

306. In the year 1918 it was decided to adopt as a hygiene reader the book 'Life, light and cleanliness' published by the Punjab Text-Book Committee in Hindi and Urdu with a short additional pamphlet on the treatment of wounds, snake-bites, burns and accidents. Arrangements were made for the publication of the complete book in Bengali and Oriya and of the pamphlet only in Hindi and Urdu.

307. A sum is placed annually at my disposal for expenditure on useful literature and the average amount spent on this head during the five years has been Rs. 3,357.

308. The Bihar and Orissa Research Society continued in a state of activity until the end of the year 1920 and published volumes of its valuable journal quarterly. Since the departure of its founder, Sir Edward Gait, the Society appears to have become less active and in 1921 only two volumes were published. The Society's office is located in one wing of the High Court and in another wing there is the Museum, which also has an ethnological section. Many of the members interested in one are interested in the other also and also in the Public Library for which Government have already acquired a house in Bankipore. One cannot help thinking that these three institutions may languish as long as they are kept separate, but that if they were united they would be assured of continued support.

309. The number of literary societies submitting returns has risen during the five years from 71 to 77. Mention should be made of the Bihar Young Men's Institute at Patna, which receives a monthly grant of Rs. 60 from Government and is doing good work with the help of an energetic secretary.

310. During the years 1918 and 1919 sanction was accorded to the payment of an allowance to one member of the staff of each Government High School for taking charge of the library. This measure has resulted in the libraries receiving more care, but no information has been given as to how far the librarians have been able to secure that greater use is made of the books.

311. Mention has been made in a previous chapter of the publication of a code of regulations for the European Schools in the Province during the year 1918. The Education Code was republished in 1920 and the Reformatory School Code in 1922.

CHAPTER XX.

Miscellaneous.

312. The number of hostels submitting returns has risen from 469 with 14,282 boarders in 1916-17 to 516 with 14,235 boarders in 1920-21, and again to 548 with 15,777 boarders in 1921-22. The number of hostels in 1921-22 is the highest recorded, but that of boarders is slightly less than the figure of 15,850 reached three years ago. The increase in the number of boarders during the five years is 105 at Arts Colleges, 103 at

professional colleges, 498 at secondary schools, 419 at primary schools and 370 at special schools. Since the figures in general table VIII show capital expenditure only, they do not give any indication as to the cost of boarding, but it is reported that in the hostels under the Students' Residence Committee at Patna a college student has to pay from Rs. 15 to Rs. 10 exclusive of the cost of tiffin, lunch, washerman and barber, and that for school students similarly the cost ranges from Rs. 14 to Rs. 9-8-0. For the European schools the cost ranges from Rs. 13-10-0 to Rs. 8-13-0.

313. The popularity of hostels varies considerably at different places. In the Chota Nagpur Division, for instance, the large hostels for the Zila Schools at Purulia and Chaibassa are always full, while at Ranchi, Hazaribagh and Daltonganj the reverse is the case. The spare accommodation at Ranchi is used by aboriginal students attending other schools in the town, but it is regrettable that parents do not make more use of the excellent accommodation provided.

314. Among the new hostel buildings erected during the five years, mention should be made of those for the colleges at Cuttack, Bhagalpur and Muzaffarpur which can now accommodate 416, 284 and 122 students, respectively, and of those completed for the Hazaribagh and Chaibassa Zila Schools. A cheap plan for a hostel containing accommodation for 30 boarders in two dormitories was circulated in the year 1921. The building is designed to have a tiled roof and to cost about Rs. 9,400. The type plans for more substantial hostels for 50 and 20 boys were mentioned in the last Quinquennial Report.

315. The Students' Residence Committee at Patna continues to do useful work. Five years ago it had 11 hostels under its charge, all directly managed by Government, while now the number of hostels is 16, of which 9 are managed by Government and 7 are aided. At the beginning of the period 6 hostels were for college students and 5 for school boys, but the numbers are now 13 and 3. The two hostels of the school section of New College were withdrawn from the control of the committee during the year 1921-22 and placed under the direct control of the Principal. The average number of boarders five years ago was 202 and it has now risen to 231, though the numbers on 31st March were 194 five years ago and 164 this year. The decline in the figure for March 31st. is due to the change in the dates of the University Examinations.

316. The cost of the scheme amounted five years ago to Rs. 4,026 for the Inspector and his establishment and Rs. 9,151 for rent, Superintendents' allowances, servants and contingencies, making a total of Rs. 13,177, of which Rs. 4,234 was recovered in rent, furniture charges and fines. The expenditure on the Inspector and his establishment has now risen to Rs. 6,812, on rent, furniture, etc., to Rs. 16,555, and the income to Rs. 5,404 leaving a net expenditure of Rs. 17, 963. As a result, the annual cost to Government for each boarder has risen from Rs. 44·3 to Rs. 77·7. It is proposed to reduce this cost by appointing an officer on lower pay as Inspector and the question of constructing buildings to take the place of those now rented is also under consideration.

317. The Inspector notes that the difficulty of realizing from students their dues for the last month of the session in which they complete their course has now been solved by an arrangement under which these dues are collected by the Principals and Headmasters at the same time as the University Examination fee. He again presses the desirability of making arrangements for medical attendance on the boarders and for additional expenditure on servants, contingencies and furniture. The scheme is, however, already so expensive that I doubt whether anything can at present be done in this direction.

318. A similar scheme was inaugurated at Cuttack in the year 1921. Its cost is much less, because at Cuttack the Inspector is a member of the Subordinate Educational Service, to which the post at Bankipore is about to be reduced, and because there is available at Cuttack the large two-storied hostel formerly used by the Ravenshaw College and therefore no expenditure has to be incurred on rent. The Inspector has under his supervision 44 students of High Schools who are living in messes, 74 students of the Medical School living in messes and 20 students living in the hostel already mentioned, of which he is the resident superintendent. This hostel can accommodate 100 students and I hope that the number living in it will rise.

319. There is little to report on the subject of religious and moral training. Moral instruction is given for short periods weekly, but it depends greatly for its effect on the teacher who gives it. The question of religious instruction is one of the points referred to the Education Committee already mentioned.

320. During the year 1920-21 a medical officer was appointed for the boys' schools in each division and a lady medical officer for the girls' schools throughout the Province. These officers inspect individually the pupils in First Grade Training Schools

and High Schools, examine the sanitation of the school premises, and deliver courses of lectures on hygiene, attendance at such lectures being now required of all school candidates for the Matriculation and School Leaving Certificate Examinations. The reports mention that the medical officers examined 1,742 pupils in Bhagalpur, 2,175 pupils in Orissa and 2,829 in Chota Nagpur and delivered 175, 182 and 185 lectures, respectively, in those divisions. As they become more accustomed to their work it will probably be found possible for them to examine a greater number of boys, but the question of lectures is a difficult one, for at present in the smaller High Schools it is necessary for the medical officer either to give two lectures in one day or else to stay at the school after his inspection of the pupils has been completed. The full course consists of 10 lectures and these are now given to the first two classes together, so that each pupil may have two chances of attending them. When therefore the School Medical Officer gives two lectures in a day, his audience is the same in each case and there is a tendency for the boys to lose their interest in the subject. I am now considering whether it would not be better to have separate courses of 6 or 7 lectures for the first and second classes, each pupil being required to attend 10 lectures in all as at present. This would slightly increase the number of lectures to be given, but would obviate the necessity of lecturing twice in one day to one set of boys. It should be mentioned that the School Medical Officers are using freely the magic lanterns with which each division was supplied several years ago.

321. Various opinions are expressed as to the success of the scheme, a common suggestion being that it would be more valuable if arrangements were made for the treatment of the pupils examined and if the School Medical Officers were provided with a supply of the drugs most usually required. It is, however, doubtful how far expenditure on this head would be justified and whether action of the kind suggested would not be resented by the local members of the medical profession. The School Medical Officer in Tirhut mentions that since his appointment he has been able to secure a reduction in the amount of scabies in the schools in Darbhanga District and that a considerable number of boys are now using spectacles which he has prescribed. He is also doing his best to discourage the habit prevalent in some hostels of taking a heavy meal at 10 p. m. just before going to bed. The School Medical Officer in Patna is proposing to offer prizes for the best answer-papers received from each district of his division at an examination to be held on the subject matter of his lectures.

322. At the Patna Training College a course of 25 lectures on hygiene is delivered annually, a fee of Rs. 5 for each lecture being paid to a lecturer chosen in consultation with the Inspector-General of Civil Hospitals. Mention has already been made of the steps taken to prepare suitable vernacular readers on hygiene.

323. Arrangements have been made during the past four years for the distribution of quinine in certain schools where its regular administration during the malarial season can be secured. The results obtained have not yet proved conclusively that the expenditure has been justified, but applications are received every year for further grants.

324. In addition to the School Medical Officers, the Assistant Directors of Public Health and the Civil and Assistant Surgeons frequently visit schools and advise as to their sanitary condition. Courses of six lectures on first-aid in connection with the St. John Ambulance Association are given at a number of colleges and schools, a fee of Rs. 5 being paid for each lecture.

325. Games continue to be popular, as might be expected, but I fear that at nearly all the colleges and schools it is only a section of the pupils that is interested in them. Arrangements for drill are made at all schools, but in many cases these are not satisfactory, the teachers being insufficiently qualified. Towards the end of the period under review a Director of Physical Education was appointed by an arrangement with the Young Men's Christian Association. He is now working at Patna and it is proposed that he should hold a class for the training of drill masters during the cold weather. It is too often forgotten that physical education is a science and that unless the teacher has been specially trained for the purpose he cannot be expected to know what exercises the various muscles of the body require for their proper development. Gymnasia have recently been built for the colleges at Cuttack, Muzaffarpur and Bhagalpur and for the Ranchi Zila School, but these again will be of little use unless the teachers of gymnastics are properly trained.

326. The four classes in manual training at Government High Schools, which were mentioned five years ago, are still the only ones of their kind, though they are doing good work and an increase in their number is desirable. One or two local bodies, such as the Gaya District Board, have supplied *charkhas* to some of their schools, the idea apparently being to show that so far as the national schools are doing anything to encourage hand-work or vocational work, the Boards are in sympathy with them. I fear, however, that the instruction now given on the *charkha* is purely mechanical and that it does little or nothing to

develop the boys' intellects or faculties. The inevitable result will be that the *charkhas* will soon cease to attract any interest, if they have not done so already.

327. The non-co-operation movement has been mentioned in many previous chapters and undoubtedly accounts for a large decrease in the number of pupils in public institutions of different kinds. How far this decrease has been balanced by a rise in the number of national schools is difficult to say with any certainty, for the authorities of many such schools have declined to submit figures, while in other cases the figures submitted do not seem accurate. The information in my possession suggests that at the end of March last the number of national schools was about 400 with 17,000 pupils nominally on their rolls. By that date, however, the schools were distinctly losing their popularity and the attendance in most of them was extremely irregular. The establishment of these schools has, I think, shown the existence of a fairly wide-spread desire that more attention should be paid to the vernacular and that the curriculum of our schools should be so widened as to include more vocational subjects, both of which points are now receiving attention. The movement has undoubtedly improved the quality of work in many schools by drawing away pupils who had no interest in their studies; this fact can be seen from the higher percentage of passes at this year's Matriculation Examination. On the other hand it has done incalculable harm by undermining the foundations of discipline. From many directions it is reported that the attitude of the students is now a mixture of disrespect, contempt of authority and disinclination to submit to discipline, and that parents are more than ever losing their control over their sons, especially when the latter have been to school and the former have not. How long this state of affairs will take to remedy itself remains to be seen. Meanwhile the number of serious breaches of discipline has not been as great as might have been expected. In Orissa there have been certain cases of arson, notably at the Khurda and Banki High Schools, in which it seems probable that the students were implicated, while in December 1920 a crowd of unruly boys violently disturbed the examination of the Tikari High School. A serious strike occurred last year in the High School at Raj Kanika and at the Khagole High School the Headmaster was assaulted by a boy who had been refused promotion.

328. During the year 1920-21 Sir Robert and Lady Baden Powell visited Ranchi and their visit has, I hope, laid foundations on which a number of troops of boy-scouts and girl-guides

will grow. The girl-guides at Ranchi have already been mentioned and troops of boy-scouts are in existence at Adra, at St. Michael's School at Kurji. St. Paul's High School at Ranchi, the C. M. S. High School at Bhagalpur, the Muzaffarpur Training School and the Palamau Zila School. The local Boy-Scouts Association secured last year the services of a trained Scout Master from the Central Provinces, and he succeeded in training a considerable number of persons who should be able to carry on the work. Help is particularly expected in this direction from the students of the Patna Training College, all of whom went through the course.

CHAPTER XXI.

Conferences and Committees.

329. Mention has been made earlier in this report of the two committees appointed on the advice of the Legislative Council to consider primary and secondary education and vocational education, respectively Each of these committees has the Minister for its Chairman. The first Committee has 34 other members of whom 26 are non-officials, while only 8 of the members of the committee are educationists by profession. The second committee is to consist of 15 members besides the Chairman and of them 8 are non-officials. It will thus be seen that very great weight is being given to public opinion. The larger committee has held one meeting at which sub-committees were appointed. A list of questions was drawn up and circulated and after replies to these had been received and printed, the sub-committees met and held 22 sittings in all. Their reports have now been circulated and the main committee will meet again shortly. The Committee on vocational education has not yet met.

330. From the year 1913 to the year 1920 inclusive two conferences were held annually of the Inspectors and Inspectresses of Schools. One meeting was held in April and one in November; at the former the budget allotment for grants-in-aid was distributed, while at each of the two meetings the promotions to be made in the lower division of the Subordinate Educational Service and in the Vernacular Teachers' Service were considered in addition to other topics. With a view to economy I have discontinued the November conference and therefore only one meeting was held in 1921. These meetings continue to be useful to me and I think helpful to the other officers who attend. They also ensure that when promotions or grants are made the claims of all the different divisions are considered alike.

331. The Inspectors continue to hold annual conferences of the Headmasters and District Inspectors in their divisions, though I notice that no such conference was held in Chota Nagpur last year. It is the intention that the Principal or Vice-Principal of the Patna Training College should attend some at least of these conferences to give demonstration lessons and lectures and this has been done in some cases, though in others the Inspectors have preferred to make local arrangements. Conferences are also held of the Sub-Inspectors in each district and from time to time Sub-Inspectors hold meetings of the *gurus* in their circles.

332. The work of the Advisory Committee for Indian Students proceeding to England developed rapidly till the year 1919-20, the number of students who consulted the Secretary during each of the five years being 25, 52, 120, 48 and 24, respectively, against a total of 120 for the previous quinquennium. The large number of references made in 1919-20 was no doubt due to the favourable rate of exchange and the drop in the exchange has shown itself in the figures for the two succeeding years. Of the 24 students who approached the Committee during the year 1921-22 five are known to have gone to England, while the subjects about which enquiries were made were degrees at Oxford (2), Cambridge (4), London (1), and Glasgow (2), the Bar (3), the Indian Civil Service (1), Forestry (2), Commerce (2), Mechanical Engineering in England (2), Mechanical Engineering in America (3) and Technical Work (2). The allowance of the Secretary has been reduced from Rs. 200 to Rs. 100 and the work is now being done by a professor in the Law College.

CHAPTER XXII.

Conclusion.

333. Comparisons are proverbially unsatisfactory, but I cannot help feeling that a study of the following tables may prove valuable:—

(*i*)

Area.	Direct public expenditure for each 1,000 inhabitants on—					
	Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Direction.	Inspection.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
British India, 1920-21	32·8	71·3	145·4	37·0	5·2	28·3
Bihar and Orissa, 1921-22 ...	19·2	29·3	61·0	23·0	3·1	22·4

(*ii*)

Area.	Direct public expenditure per institution on—					
	Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Direction.	Inspection.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
British India, 1920-21	35,214·4	1,056·8	223·3	2,238·1	7·3	40·2
Bihar and Orissa, 1921-22 ...	43,057·1	1,75·7	83·1	2,144·8	4·1	23·3

(*iii*)

Area.	Number of pupils for each 1,000 inhabitants attending public—				
	Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Total.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
British India, 1920-21 ...	0·25	5·12	25·84	0·54	31·75
Bihar and Orissa, 1921-22 ...	0·07	1·74	20·24	0·40	22·45

334. The first of these tables shows how every branch of our educational activity is starved for want of funds, a state of affairs which surely is not creditable to a province with such rich agricultural land and such vast mineral resources. The second shows that our colleges are conducted on a scale more expensive than the average for the whole of India, partly, no doubt, because all the post-graduate teaching in this Province is done by colleges while in other cases it is conducted in part at least by the University, but that our average primary school costs the public less than Rs. 7 a month or little more than a third of the average for India. The third table shows how far we lag behind other provinces in respect of the proportion of children attending school. The inference is surely plain. We need much more money and we need it more for primary education than for colleges. The remedy lies in the hands of the members of the Legislative Council and one can but hope that their interest in education will lead to the provision of much larger funds during the next few years.

335. The review written five years ago was considerably longer than the present one and an officer was placed on special duty to prepare it. The fact that this report is shorter is perhaps a matter for satisfaction, though I regret that in the interests of brevity I have not been able to reproduce extracts from the reports of the Inspectors and other officers as was done five years ago. I wish at the same time to acknowledge the assistance that I have received from those reports and to thank the officers concerned for the trouble which they have devoted to their compilation.

PATNA:
The 9th August, 1922.

G. E. FAWCUS,
Director of Public Instruction,
Bihar and Orissa.

APPENDIX I.

Statement showing the percentage of children at school to children of school-going age in each district in 1916-17 and 1921-22.

District.		Number of children of school-going age.			Number of children at school.			Percentage of children at school to children of school-going age.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1		2	3	4	5	6	7	8	9	10
Patna	1916-17 ...	121,466	119,978	241,444	51,501	4,276	55,777	42·4	3·6	23·1
	1921-22 ...	121,155	114,988	236,143	45,611	4,596	50,207	37·6	3·9	21·3
Gaya	1916-17 ...	159,193	164,731	323,924	40,643	8,020	57,663	31·2	4·9	17·8
	1921-22 ...	161,20	161,739	322,939	48,626	10,415	59,041	30·1	6·4	18·2
Shahabad ...	1916-17 ...	135,742	144,106	279,848	40,987	1,617	42,604	30·19	1·12	15·22
	1921-22 ...	134,342	138.182	272,524	39,937	2,132	42,069	29·7	1·5	15·4
Total for Patna Division.	1916-17 ...	416,401	428,815	845,216	142,131	13,913	156,044	34·1	3·2	18·5
	1921-22 ...	416,697	414,909	831,606	134,174	17,143	151,317	32·1	4·1	18·1
Saran	1916-17 ...	159,650	183,817	343,467	41,406	2,122	43,528	25·9	1·1	12·6
	1921-22 ...	169,833	181,140	350,903	31,126	1,058	32,184	18·3	·5	9·1
Champaran ...	1916-17 ...	141,302	145,956	286,258	23,899	3,571	27,470	16 9	2·5	9·6
	1921-22 ...	145,273	145,854	291,126	22,922	3,076	26,005	15·7	2·1	8 9
Muzaffarpur ...	1916-17 ...	204,030	222,797	426,827	42,321	6,118	48,439	20·7	2·7	11·3
	1921-22 ...	198,748	214,493	413,241	39,680	5,611	45,291	19·9	2·6	10·9
Darbhanga ...	1916-17 ...	211,900	217,552	430,452	57,959	11,506	69,465	27·4	5·06	15·8
	1921-22 ...	213,108	223,921	437,029	48,187	6,205	54,392	22·6	2 7	12·4
Total for Tirhut Division.	1916-17 ...	716,882	770,122	1,486,044	165,585	23,317	188,902	23·1	3·0	12·6
	1921-22 ...	726,981	765,408	1,492,389	141,922	15,950	157,872	19·5	2·0	10·5
Monghyr ...	1916-17 ...	156,522	163,412	319,934	40,151	7,168	47,319	25·6	4 4	14·8
	1921-22 ...	150,829	153,667	304,496	44,551	7,087	51,638	29·5	4·6	16·9
Bhagalpur ...	1916-17 ...	158,681	162,216	320,897	35,483	7,735	43,218	22·4	4·8	13·5
	1921-22 ...	152,158	152,908	305,066	38,283	7,510	45,793	25·1	4·9	15·0
Purnea	1916-17 ...	152,463	145,982	298,445	28,031	4,674	33.305	18·8	3·2	11·2
	1921-22 ...	156,800	147,191	303,991	34,034	6,129	40,163	21·7	4·1	13·2
Santal Parganas ...	1916-17 ...	140,014	142,472	282,446	35,089	4,554	39,643	25·06	3·2	14·04
	1921-22 ...	134,381	135,415	269,796	39,483	5,008	44,491	29·3	3·6	16·4
Total for Bhagalpur Division.	1916-17 ...	607,680	614,042	1,221,712	139,354	24,131	163,485	22·9	3 9	13·4
	1921-22 ...	593,868	589,181	1,183,049	156,351	25,734	182,085	26·3	4·3	15·3

APPENDIX I—*concld.*

District.		Number of children of school-going age.			Number of children at school.			Percentage of children at school to children of school-going age.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1		2	3	4	5	6	7	8	9	10
Cuttack ...	1916-17 ...	150,176	166,194	316,370	78,139	17,121	95,260	52·03	10·3	30·1
	1921-22 ...	142,861	166,820	309,701	74,956	15,888	90,844	52·4	9·5	29·3
Balasore ...	1916-17 ...	75,093	82,643	158,335	41,244	9,432	50,676	54·5	11·4	32·0
	1921-22 ...	69,918	77,157	147,075	35,658	8,803	44,461	50·9	11·4	30·2
Angul ...	1916-17 ...	14,755	15,162	29,917	8,181	1,993	10,177	55·4	13·1	34·02
	1921-22 ...	13,304	14,083	27,387	7,196	1,922	9,118	54·0	13·6	33·2
Puri ...	1916-17 ...	76,985	77,525	153,510	33,186	6,135	39,321	43·7	7·9	25·6
	1921-22 ...	68,332	74,416	142,748	29,264	5,419	34,683	43·8	7·2	24·2
Sambalpur ...	1916-17 ...	54,833	56,796	111,629	13,899	2,304	16,203	25·3	4·06	14·5
	1921-22 ...	58,184	60,236	118,420	13,434	2,652	16,086	23·0	4·4	13·5
Total for Orissa Division.	1916-17 ...	371,441	398,330	769,761	174,649	36,988	211,637	47·0	9·3	27·5
	1921-22 ...	352,619	392,712	745,331	160,508	34,684	195,192	45·5	8·8	26·1
Hazaribagh ...	1916-17 ...	94,365	98,926	193,291	19,849	2,045	21,894	21·03	2·07	11·3
	1921-22 ...	93,663	97,939	191,542	18,318	2,056	20,374	19·5	2·0	10·6
Ranchi ...	1916-17 ...	101,513	106,614	208,127	31,333	5,698	37,031	30·9	5·3	17·9
	1921-22 ...	98,789	101,382	200,171	31,997	6,616	38,613	32·3	6·5	19·2
Palamau ...	1916-17 ...	51,242	51,848	103,090	10,283	1,354	11,637	20·07	2·6	11·3
	1921-22 ...	55,105	54,903	110,008	7,860	1,121	8,981	14·2	2·0	8·1
Manbhum ...	1916-17 ...	116,280	113,855	232,135	33,425	2,403	35,828	28·3	2·1	15·4
	1921-22 ...	119,911	112,406	232,317	35,026	2,160	37,186	29·9	1·9	16·0
Singhbhum ...	1916-17 ...	51,181	52,978	104,159	13,537	1,052	14,589	26·4	1·9	14·0
	1921-22 ...	57,006	56,910	113,916	13,820	1,253	15,073	24·2	2·2	13·2
Total for Chota Nagpur Division.	1916-17 ...	416,581	424,221	840,802	108,427	12,552	120,979	26·03	2·96	14·4
	1921-22 ...	424,414	423,540	847,954	107,021	13,206	120,227	25·2	3·1	14·1
Grand Total ...	1916-17 ...	2,528,985	2,644,520	5,173,505	730,146	110,901	841,047	28·9	4·2	16·3
	1921-22 ...	2,514,579	2,585,750	5,100,329	699,976	106,717	806,693	27·8	4·1	15·7

APPENDIX II.

Statement showing the expenditure from Imperial grants during the period 1916-17 to 1920-21.

I.—Recurring Grants.

Purpose of grant.	Balance on the 1st of April 1917.	Received in—				Spent on recurring charges in—				Spent on non-recurring charges in—				Balance on the 1st of April, 1921.
		1917-18.	1918-19.	1919-20.	1920-21.	1917-18.	1918-19.	1919-20.	1920-21.	1917-18.	1918-19.	1919-20.	1920-21.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
GRANTS OF 1912-13.														
Primary Schools ...	107	293	293	293	293	293	293	293	293	...	...	...	...	107
Girls' Schools	33	55	55	55	55	55	55	55	55	...	...	...	...	33
General purposes ...	2	20	20	20	20	20	20	20	20	...	...	...	...	2
Hostels	59	51	51	51	51	34	32	32	42	...	...	...	122	Nil
Technical Schools ...	18	26	26	26	26	20	21	23	26	...	...	18	7	7
European Schools ...	2	25	25	25	25	15	15	15	17	10	12	9	9	Nil
Secondary Schools ...	1	60	60	60	60	60	60	60	60	...	...	1	...	Nil
Total ...	221	530	530	530	530	497	496	498	513	10	12	28	138	149
GRANTS OF 1913-14.														
University	348	100	100	100	100	33	56	52	55	...	...	...	...	552
Primary Schools ...	101	219	219	219	219	181	197	199	319	...	...	1	10	170
Girls' Schools	66	47	47	47	47	31	31	35	39	...	61	9	...	48
Secondary Schools ...	86	95	95	95	95	23	41	57	95	23	62	165	32	—32
Manual Training ...	77	22	22	22	22	4	6	6	6	...	...	...	143	Nil
Colleges and Training Schools.	...	40	40	40	40	40	40	40	40	...	...	...	...	...
Total ...	678	523	523	523	523	312	371	389	454	23	123	175	185	738
GRANTS OF 1914-15.														
General purposes ...	26	100	100	100	100	30	74	100	100	18	46	42	16	...
Pusa High School ...	2	8	8	8	8	8	8	8	8	...	...	...	2	...
Total ...	28	108	108	108	108	38	82	108	108	18	46	42	18	...
GRANT OF 1917-18.														
Primary Education (pay and training of teachers),	...	325	325	325	325	166	232	293	293	136	8	59	89	...
GRANT OF 1918-19.														
Primary Education ...	...	...	...	300	300	300	...	71	248	272	...	66	26	132	85
GRANT OF 1919-20.														
INDUSTRIAL AND TECHNICAL EDUCATION.														
(Jamalpur Technical School)	...	...	...	...	50	50	...	..	...	...	...	...	...	100
Total ...	927	1,486	1,786	1,836	1,836	1,013	1,282	1,536	1,610	187	250	330	561	1,072

NOTE.—(1) In the last quinquennial review an excess of expenditure of 71 was shown against the grant for colleges and training schools. This has been adjusted by reducing the balance of the grant for general purposes.

(3) No account has been kept of the receipts or expenditure from these grants after March 31st, 1921.

II.—Non-recurring Grants.

Purpose of grant.	Balance on the 1st April 1917.	Received in—				Spent in—				Balance on the 1st April 1921.
		1917-18.	1918-19.	1919-20.	1920-21.	1917-18.	1918-19.	1919-20.	1920-21.	
1	2	3	4	5	6	7	8	9	10	11
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hostels	519	...	...	...	...	35	36	146	303	...
University	644	...	...	...	...	110	9	19	36	461
Girls' schools, technical and special schools.	145	...	...	...	...	7	54	66	...	18
Educational Hygiene, etc. ...	94	...	...	...	...	66	1	23	...	4
Primary Schools	376	...	...	...	...	...	...	...	...	376
Manual Training	14	...	...	...	...	...	...	...	14	...
Pusa High School	...	20½	2½	...	...	...	...	5	10	17
Industrial and Technical Education	....	...	65	100	185	...	63	2	19	206
Total ...	1,792	20½	67½	100	185	227	163	260	382	1,142.

NOTE.—(1) The balance of the grant for primary schools was shown by error as 375 in the last quinquennial review.
(2) No account has been kept of the receipts or expenditure from these grants after March 31st, 1921.

APPENDIX III.

Statement showing particulars of the *maktabs, tols,* and Sanskrit *pathshalas* in Bihar and Orissa, for the year 1921-22.

Particulars.		Classed in general table III as "primary schools."	Classed in general table III as "other schools."	Classed in general table III as "private institutions."	Total.
1		2	3	4	5
MAKTABS.					
1. Institutions	for males	1,056	...	331	2,017
	for females	565	...	7	572
2. Pupils	males	39,495	...	7,367	46,862
	females	15,248	...	164	15,412
3. Expenditure from provincial funds		10,539	...	...	10,539
4. Expenditure from district or local funds		136,583	...	...	136,583
5. Expenditure from municipal funds		24,410	...	...	24,410
6. Fees		66,521	...	7,023	73,544
7. Other sources		50,014	...	64,658	115,572
8. Total expenditure		288,057	...	71,681	360,038
TOLS.					
1. Institutions	for males	...	233	85	318
	for females	...	...	...	...
2. Pupils	males	...	6,926	1,396	8,322
	females	...	1	3	4
3. Expenditure from provincial funds		...	53,006	...	53,006
4. Expenditure from district or local funds		...	...	...	...
5. Expenditure from municipal funds		...	1,482	...	1,482
6. Fees		...	861	156	1,017
7. Other sources		...	114,455	8,438	122,893
8. Total expenditure		...	169,804	8,594	178,398
SANSKRIT PATHSHALAS.					
1. Institutions	for males	319	...	1	320
	for females	...	...	...	...
2. Pupils	males	7,154	...	17	7,171
	females	111	...	...	111
3. Expenditure from provincial funds		...	...	...	...
4. Expenditure from district or local funds		18,315	...	...	18,315
5. Expenditure from municipal funds		744	...	...	744
6. Fees		4,045	...	...	4,045
7. Other sources		7,153	...	60	7,213
8. Total expenditure		30,257	...	60	30,317

APPEN

Statement as to the work of the

Names of Missions.	Colleges for Indians.		High Schools for Indians.		M.E. Schools for Europeans.		M.E. Schools for Indians.		M.V. Schools for Indians.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
1 The American Baptist Foreign Missionary Society.	...	...	1	136	...	...	2	101	...	...
2 The American Faith Mission	...	...	...	...	...	...	...	...	...	...
3. The American Methodist Episcopal Church...	...	...	...	...	...	...	2	131	1	32
4. The Baptist Missionary Society of London ...	..	...	1	195	1	80	2	126	1	141
5. The Church Missionary Society	...	...	1	333	...	...	4	536	2	246
6. The C. M. S. Friends Union Evangelical Mission.	...	...	..	...	...	...	...	...	...	...
7. The Church of Christ	...	...	...	...	...	...	1	33	...	...
8. The Church of England United Mission ...	...	...	...	...	...	...	...	...	...	...
9. The Church of England Zenana Mission ...	...	..	...	...	...	...	...	...	...	...
10. The Church of God	...	...	...	...	...	...	..	...	...	...
11. The Dublin University Mission	1	116	1	198	...	...	...	...	..	...
12. The Gossner Evangelical Lutheran Mission...	...	...	1	803	...	...	5	774	..	...
13. The Open Brethern	...	..	...	...	..	.	...	...	.	...
14. The "Regions beyond" Missionary Union...	.	..	...	.	...	...	1	1.6	.	
15. The Roman Catholic Mission—										
(1) The Church of the Assumption ..	.	..	...	...	...	...	.	...	...	...
(2) The Congregation of St Francis de Sales (including the Nuns of St. Joseph of Annecy at Cuttack).	.	.	...	...	1	74	1	53	...	...
(3) The Irish Christian Brothers ...	..	..	...	...	1	104	.	..	...	...
(4) The Sisters of the Holy Order, Switzerland	...	.	.	.	...	...	..	...	...	..
(5) The Sisters of the I. B. V. M. ..	...	...	...	..	1	195	...	.	...	...
(6) The Society of Jesus	...	...	1	411	...	...	1	26	4	812
16. The Salvation Army		...	...	.	..	...	...	...	...	...
17. The Santal Mission of the Northern Churches	.	...	...	...	...	..	1	283	1	2.4
18. The Seventh Day Adventists	...	...	..	..	...	...	...	...	...	...
19 The Society for the Propagation of the Gospel	...	...	3	909	...	...	4	526	1	140
20. The United Free Church of Scotland ...	...	.	..	.	.	...	..	...	...	...
21. The Wesleyan Missionary Society ...	..	.	.		...	...	...	...	...	...
Total for 1921-22 ...	1	116	9	2,035	4	543	24	2,745	10	1,586
Total for 1916-7	1	181	7	2,358	4	519	20	2,147	8	1,061

DIX IV.

different Missions, 1921-22.

Primary Schools for Indians.		Training Schools for Indians.		Other special schools for Indians.		Total.		Expenditure from—					
Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Provincial Revenues.	Local Funds.	Fees.	Mission Funds.	Other sources.	Total.
12	13	14	15	16	17	18	19	20	21	22	23	24	25
20	745	...	...	1	88	33	1,070	6,110	3,455	4,357	34,571	...	48,703
2	83	...	...	...	...	2	83	...	204	5	700	...	909
3	155	...	...	1	21	7	339	3,564	240	847	10,791	3,043	19,384
34	1,343	2	29	...	...	41	1,824	12,186	3,182	7,901	28,033	723	53,928
52	1,429	1	9	3	203	63	2,756	13,084	2,968	15,107	15,085	5,462	52,706
1	24	...	...	...	...	1	24	...	180	...	...	...	180
1	46	...	...	...	...	2	79	655	...	470	815	...	1,940
2	78	...	...	...	...	2	78	...	540	...	1,716	...	2,256
4	159	...	...	...	...	4	159	...	480	177	1,849	300	2,806
1	69	...	...	...	...	1	69	486	...	...	2,030	...	2,516
25	751	...	...	1	26	38	1,001	23,060	2,610	16,274	6,373	175	49,190
196	5,248	...	...	1	240	203	6,661	5,159	10,371	7,914	42,075	...	65,419
6	208	...	...	...	...	6	208	...	803	24	951	..	1,803
22	540	...	...	...	...	33	685	..	...	1,041	6,249	240	7,530
7	232	...	..	...	...	7	922	...	156	...	324	..	480
..	...	...	...	...	...	2	137	4,035	...	1,121	384		5,539
...	...	...	...	...	.	1	194	12,753	...	21,231	..	...	34,074
5	190	...	...	...	...	5	190	350	492	...	1,442	330	2,614
...	...	...	...	...	...	1	195	7,580	...	1,077	4,160	.	13,417
29	7,511	2	40	3	70	103	8,889	11,824	8,501	6,595	34,731	202	62,613
3	29	...	...	...	...	2	30	...	...	...	240	..	240
6	219	1	14	2	26	11	766	3,000	3,185	...	25,621	.	32,406
1	22	...	...	..		1	22	...	..	...	180		180
68	2,071	2	69	3	86	81	3,854	28,157	8,773	9,490	26,129	3,544	75,593
118	2,304	...	...	..	...	118	2,304	...	7,509	...	2,012	...	9,581
2	51	...	...	...	.	2	51	384	.	.	726	...	1,110
870	23,174	8	151	15	788	959	32,637	1,33,881	53,408	94,211	2,47,904	16,878	5,16,332
957	24,003	10	172	11	725	1,018	32,082	1,63,952	30,458	9 ,024	1,70,305	19,573	4,80,022

APPENDIX V.

Statement showing the colleges and schools in urban and rural areas, respectively, for Indian boys and girls.

—	Urban Areas.								Rural Areas.							
	Number of—		Expenditure from—						Number of—		Expenditure from—					
	Institutions.	Pupils.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.	Institutions.	Pupils.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COLLEGES.		Rs.	Rs.			Rs.	Rs.	Rs.					Rs.	Rs.		Rs.
Arts Colleges { Males	9	2,063	5,30,520	...	...	1,48,807	35,280	7,20,697	...	...	...	...	...	...	...	...
Arts Colleges { Females	1	12	6,015	...	...	384	...	6,399	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.																
Law ... ... Males	2	304	13,390	...	...	22,663	...	36,053	...	...	...	...	...	...	...	...
Teaching ... Males	1	36	56,897	...	...	...	...	56,897	...	...	...	...	...	...	...	...
Agricultural ... Males	...	...	...	...	...	...	...	...	1	53	40,377	...	...	2,783	...	43,159
Total Colleges ...	13	2,417	6,12,822	...	...	1,71,944	35,280	8,20,046	1	53	40,377	...	...	2,783	...	43,159

SECONDARY SCHOOLS.																	
High schools for	Boys	88	20,529	3,95,571	...	...	5,47,835	1,38,566	10,81,972	31	4,110	58,034	...	...	83,193	95,003	2,36,230
	Girls	4	647	60,328	...	...	5,884	4,499	70,711	...	...	...	...	...	...	...	...
Middle English schools for	Boys	51	4,337	61,625	...	110	47,516	28,285	1,37,536	206	14,870	1,64,250	...	...	1,25,105	1,26,384	4,15,739
	Girls	10	885	22,999	...	600	2,535	14,741	41,178	1	94	2,700	...	...	396	9,315	12,411
Middle Vernacular schools for	Boys	6	487	1,455	...	4,788	1,589	873	8,705	163	10,836	2,258	1,71,292	...	33,854	9,788	2,17,192
	Girls	7	900	11,619	...	...	742	14,399	26,570	4	545	7,210	...	...	...	6,228	13,438
Total secondary schools	...	166	27,785	5,53,597	...	5,498	6,06,401	2,01,176	13,66,672	305	30,401	2,34,452	1,71,292	...	2,42,548	2,46,718	8,95,010
PRIMARY SCHOOLS.																	
Upper Primary schools for	Boys	129	7,518	12,463	736	36,545	13,269	6,786	69,789	1,719	88,495	66,091	4,01,011	...	1,31,648	79,449	6,78,198
	Girls	36	1,737	1,583	1,852	11,698	2,146	11,264	28,513	62	3,168	1,334	24,658	...	339	8,803	35,134
Lower Primary schools for	Boys	690	23,658	387	3,401	67,280	33,443	15,453	1,19,964	19,905	510,919	58,202	11,25,484	...	7,13,703	4,69,936	23,67,355
	Girls	183	5,317	11,938	1,126	24,985	411	12,261	50,741	2,220	48,021	5,751	2,08,561	...	4,898	14,704	2,33,914
Total Primary schools	...	1,038	37,230	26,391	7,105	1,40,508	49,269	45,764	2,69,037	23,906	650,603	1,31,378	17,59,714	...	8,50,588	5,72,021	33,14,601
SPECIAL SCHOOLS.																	
Training schools for	Boys	28	840	1,52,583	...	...	1,103	2,515	1,56,261	99	1,803	1,80,142	35	...	5,348	868	1,86,293
	Girls	8	143	45,933	...	...	746	5,616	52,295	...	...	...	...	...	...	...	...
Other special schools for	Boys	96	4,502	3,91,792	2,078	1,857	32,540	1,12,456	5,40,723	184	5,584	1,32,347	3,557	..	5,804	2,70,726	4,12,434
	Girls	4	306	2,888	...	...	...	3,533	6,421	7	271	1,505	...	...	...	5,184	6,689
Total special schools	...	136	5,791	5,93,196	2,078	1,857	34,449	1,24,120	7,55,700	290	7,718	3,13,994	3,592	...	11,152	2,76,778	6,05,616
Grand Total	...	1,353	73,223	37,86,000	9,183	1,47,863	8,62,063	4,06,340	32,11,455	24,592	688,835	7,20,201	19,34,598	...	11,07,070	10,96,417	48,58,280
Total for 1916-17	...	1 542	80,610	9,85,384	13,969	1,01,114	9,54,796	2,60,533	23,15,736	25,306	706,767	4,55,041	12,33,892	...	11,57,589	5,83,681	34,20,502

APPENDIX VI.

Statement showing under different heads the expenditure on buildings, furniture and apparatus during the past five years.

Years and sources of expenditure.	Amounts expended on buildings, furniture and apparatus.								Total amount expended (as given in column 33 of G. T. IV).
	Colleges.	High Schools.	Middle English Schools.	Middle Vernacular Schools.	Primary Schools.	Special Schools.	Inspection.	Patna University.	
1	2	3	4	5	6	7	8	9	10
1917-18.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	64,579	2,80,854	48,411	6,552	11,171	43,461	21,385	* 1,18,791	5,95,204
Local Funds	...	...	28,164	26,253	67,884	429	...	...	1,22,729
Municipal Funds	...	...	537	...	27,459	...	...	...	27,996
Subscriptions and other sources ...	47,449	46,521	59,789	34,061	46,118	10,838	...	...	2,44,776
Total	1,12,028	3,27,375	1,36,901	66,865	1,52,632	54,728	21,385	1,18,791	9,00,705
1918-19.									
Provincial Revenues	1,96,547	1,16,820	88,321	17,584	61,934	1,28,723	† 19,662	8,309	6,37,900
Local Funds	...	...	14,624	55,923	90,615	...	‡ 3,985	...	1,65,147
Municipal Funds	...	...	71	40	38,576	...	...	...	38,687
Subscriptions and other sources ...	16,478	1,62,583	87,988	14,314	46,975	7,919	...	...	3,56,257
Total	2,13,025	2,99,403	1,91,004	87,861	2,38,100	1,36,642	23,647	8,309	11,97,991

1919-20.									
Provincial Revenues	3,00,567	3,28,968	34,391	6,274	13,800	1,46,497	25,160	18,380	8,63,947
Local Funds	...	...	8,647	66,158	79,617	...	147	...	1,54,569
Municipal Funds	...	...	...	3,525	22,583	...	...	...	25,108
Subscriptions and other sources ...	32,936	78,838	1,01,999	24,848	32,253	1,659	...	...	2,71,933
Total ...	3,33,503	4,07,806	1,35,037	99,805	1,48,253	1,47,456	25,307	18,380	13,15,557
1920-21.									
Provincial Revenues ...	12,08,223	1,72,744	1,72,728	5,890	5,920	1,15,165	779	38,762	17,20,211
Local Funds	...	...	10,062	68,944	1,15,023	...	...	...	1,93,969
Municipal Funds	...	...	...	106	18,909	515	...	...	19,530
Subscriptions and other sources ...	1,52,000	43,383	61,569	17,093	47,193	4,826	...	...	3,26,663
Total	13,60,223	2,16,127	2,44,293	92,033	1,87,045	1,20,506	779	38,762	22,60,373
1921-22.									
Provincial Revenues	6,59,434	1,16,255	61,894	3,190	6,624	2,17,624	46,093	149	11,11,263
Local Funds	...	...	13,888	50,190	1,05,651	...	...	...	1,75,679
Municipal Funds	...	...	59	180	23,121	...	...	...	23,360
Subscriptions and other sources ...	14,326	69,015	69,366	26,110	41,434	4,113	...	...	2,34,364
Total	6,73,760	1,85,270	1,45,157	85,670	1,76,830	2,21,737	46,093	149	15,34,666

* Not previously shown in G. T. IV.

† Includes Rs. 1,809 not previously shown in G. T. IV.

‡ Includes Rs. 3,943 not previously shown in G. T IV

B. & O. G. P. (D. P. I.) No. 36—630—11-10-1922—A. H. K. & Others.

GENERAL TABLE I.

GENERAL

Abstract statement of Colleges, Schools and Scholars in

(*For details see*

Area and population.			Particulars.	Public				
				University education.		School education, general.		
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary schools.	Primary schools.	Total.
1	2	3	4	5	6	7	8	9
			INSTITUTIONS.					
33,282	Towns ... 75	Male ... 16,761,866	For Males ...	9	4	538	22,448	22,986
	Villages ... 84,815	Female ... 17,238,323	For Females ...	1	...	29	2,508	2,537
	Total ... 84,890	Total ... 34,002,189	Total ...	10	4	567	24,956	25,523
			SCHOLARS.					
			Males ...	2,063	395	55,465	586,610	642,075
			Females ...	12	...	3,538	101,578	105,116
			Total ...	2,075	395	59,003	688,188	747,191

TABLE I.

Bihar and Orissa at the end of the official year 1921-22.

General Table III.)

Institutions.			Private Institutions.				Average number of towns and villages served by—		Percentage to population of scholars in—	
School education, special.										
Training schools.	All other special schools.	Total.	Advanced.	Elementary.	Total.	Grand total	Public Institutions.	Public and Private Institutions.	Public Institutions.	Public and private Institutions.
10	11	12	13	14	15	16	17	18	19	20
127	281	23,417	198	1,780	978	25,385	3·62	3·34	...	...
8	11	2,557	1	23	24	2,581	33·59	32·89	...	...
135	292	25,969	199	1,803	2,002	27,966	3·27	3·03	...	...
2,703	10,270	657,706	4,720	40,954	45,674	703,080	...	...	30·92	4·19
143	500	105,771	23	1,708	1,731	107,502	...	...	0·61	0·62
2,846	10,770	763,277	4,043	42,662	47,105	810,383	...	...	2·24	2·38

GENERAL

Abstract statement of expenditure on Public Instruction in

(For details see

		Total direct expenditure on Public Instruction.					
		University Education.		School Education, general.		School Education, special.	
		Arts Colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1		2	3	4	5	6	7
1. Institutions	For Males	Rs. 7,20,697	Rs. 1,36,109	Rs. 21,47,828	Rs. 32,42,545	Rs. 3,43,654	Rs. 9,58,823
	For Females	6,309	...	1,91,762	3,72,891	52,295	13,110
	Total	7,27,006	1,36,109	23,39,590	36,15,436	3,95,949	9,71,733
2. (a) Percentage of provincial expenditure included in columns 2-16 to total provincial expenditure on Public Instruction.		11·03	2·25	16·05	3·37	7·70	10·77
(b) Percentage of District Fund expenditure included in columns 2-16 to total District Fund expenditure on Public Instruction.		...	...	7·56	78·60	0·001	0·21
(c) Percentage of Municipal expenditure included in columns 2-16 to total Municipal expenditure on Public Instruction.		...	...	3·13	80·13	...	1·06
(d) Percentage of total expenditure included in columns 2-16 to total expenditure on Public Instruction.		0·31	1·18	20·32	31·40	3·43	8·43
3. Average annual cost of educating each pupil in—		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions.	Cost to Provincial Revenues	368 15 9	278 0 9	55 4 4	14 13 10	145 2 1	212 2 6
	Cost to District and Municipal Funds.	...	...	...	...	0 0 2	0 7 7
	Total cost ...	445 11 5	741 15 8	80 3 1	15 6 4	147 15 2	238 6 6
District and Municipal Board schools.	Cost to Provincial Revenues	...	...	...	0 0 1	...	...
	Cost to District and Municipal Funds.	...	...	20 10 11	7 10 0	...	15 12 3
	Total cost ...	...	...	21 1 9	8 15 3	...	15 12 3
Aided Institutions	Cost to Provincial Revenues	113 9 8	...	12 5 5	0 2 10	128 4 11	32 5 9
	Cost to District and Municipal Funds.	...	...	0 14 1	3 2 5	...	1 7 11
	Total cost ...	2 6 10 9	...	37 14 9	5 11 3	194 0 0	104 0 3
Unaided Institutions : Total cost ...		271 14 1	...	33 6 10	2 13 3	56 8 0	22 4 10
All Institutions	Cost to Provincial Revenues	254 13 3	278 0 9	14 5 3	0 3 10	113 8 8	52 6 5
	Cost to District and Municipal Funds.	...	...	3 1 6	2 12 3	0 0 2	0 11 8
	Total cost ..	341 8 4	341 15 8	40 14 9	5 3 10	149 11 5	96 2 5

TABLE II.

Bihar and Orissa for the official year 1921-22.

General Table IV.)

Total,	Total indirect expenditure on Public Instruction.							Total expenditure on Public Instruction.
	University.	Direction.	Inspection.	Scholarships.	Building, furniture and apparatus.	Miscellaneous.	Total.	
8	9	10	11	12	13	14	15	16
Rs. 75,·8,453 6,33,457	Rs. 2,81,270	Rs. 1,06,215	Rs. 7,62,515	Rs. 2,13,611	Rs. 15,34,666	Rs. 4,33,157	Rs. 33,31,434	1,15,16,°47
81,94,913	2,81,270	1,06,215	7,62,515	2,13,611	15 34,666	4,33,157	33,31,434	1,15,16,347
51·77	1·32	2·16	15·47	2·73	22·59	3·96	48·23	100
85·81	...	...	0·02	2·74	7·76	3·67	14·19	100
84·32	...	...	0·17	0·27	13·33	1·91	15·69	100
71·07	2·44	0.92	6·62	1·85	13·13	3·77	28·93	100
Rs. a. p.								
96 6 9								
0 0 9								
116 1 8								
0 0 1								
9 11 11								
11 6 7								
1 5 3								
3 0 1								
8 10 5								
6 7 8								
3 8 1								
2 15 5								
11 4 4								

GENERAL

Return of Colleges, Schools and Scholars in Bihar and Orissa

Class of Institutions.	Public									
	Under Public Management.								Under	
	Managed by Government.				Managed by District Funds or Municipal Boards.				Aided by District Funds	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION.										
ARTS COLLEGES.										
English ... ... For Males...	4	1,143	1,182	976	...	...	...	...	4	889
English ... ... For Females	1	12	10	10	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.										
Law ... ... For Males ...	2	304	396	242	...	...	...	...	...	...
Teaching ... ... For Males	1	38	39	35	...	...	...	...	...	...
Agriculture ... ... For Males ...	1	53	53	43	...	...	...	...	...	...
Total for Colleges ...	9	1,550	1,590	1,306	...	...	...	...	4	889
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS.										
High Schools for Males ... English ...	23	6,235	6,057	4,916	...	...	...	...	63	11,674
Middle Schools for Males ... English ...	8	950	849	704	...	...	...	...	200	14,700
Middle Schools for Males ... Vernacular	2	185	193	159	109	7,626	7,213	5,604	44	3,311
Total for Secondary Schools for Males ...	33	7,370	7,099	5,779	109	7,626	7,213	5,604	307	29,685
High Schools for Females ... English ...	2	257	253	198	...	...	...	...	2	300
Middle Schools for Females English ...	1	100	97	78	...	...	...	...	13	1,141
Middle Schools for Females Vernacular	4	387	272	284	...	...	...	...	7	1,038
Total for Secondary Schools for Females	7	744	722	560	...	...	...	...	21	2,589
Grand Total for Secondary Schools for Males and Females.	40	8,114	7,831	6,339	109	7,626	7,213	5,604	328	32,234
PRIMARY SCHOOLS.										
Upper Primary for Males	115	4,972	4,833	3,405	329	19,047	18,258	13,502	1,380	71,176
Lower Primary for Males	1	45	46	20	115	16,313	15,828	11,709	15,419	419,863
Total for Primary Schools for Males ...	116	5,017	4,879	3,425	744	35,360	34,086	25,211	16,808	491,039

TABLE III.

for the official year 1921-22.

Institutions.												
Private Management.												
Government or by or Municipal Boards.		Unaided.						Number of Scholars on the 31st March learning—				
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st March.	English.	A classical language.	A vernacular language.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
12	13	14	15	16	17	18	19	20	21	22	23	24
904	754	1	31	33	21	9	2,063	2,063	1,252	1,841	...	...
...	...	...	...	...	...	1	12	12	12	12	...	...
...	...	...	...	...	...	2	304	304	...	...	...	...
...	...	...	...	...	...	1	38	38	...	...	...	...
...	...	...	...	...	...	1	53	53	...	...	...	...
904	754	1	31	33	21	14	2,470	2,170	1,264	1,853	...	...
11,144	9,068	33	6,736	6,619	4,900	119	24 645	24,609	14,240	24,045	3	...
14,769	11,685	52	3,905	3,800	2,975	260	19,615	13,767	149	10,339	167	...
3,024	2,486	4	301	282	234	159	11,323	...	...	11,323	28	...
28,937	23,239	89	10,942	10,701	8,199	538	55,583	38,396	14,389	55,307	198	...
399	323	...	...	...	...	4	647	356	63	647	...	...
1,032	870	1	87	78	54	14	1,328	741	1	1,077	...	80
988	865	...	...	...	...	11	1,145	...	...	1,445	...	...
2,419	2,058	1	87	78	54	29	3,420	1,097	64	3,169	...	80
31,356	25,297	90	11,029	10,779	8,253	567	59,003	39,493	14,453	58,476	198	80
68,867	54,935	19	878	774	626	1,652 (a)	96,073 (b)	77	608	96,034	4,118	...
399,930	331,769	4,701	97,372	80,274	78,587	20,696	533,503	29	23,643	533,577	40,282	...
468,797	386,694	4,720	98,250	90,048	79,213	22,448	629,666	106	24,311	629,611	44,400	...

(a) Includes 663 night schools.

(b) Includes 13,568 pupils of night schools.

Class of Institutions.	Public									
	Under Public Management.								Under	
	Managed by Government.				Managed by District Funds or Municipal Boards.				Aided by District Funds	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7	8	9	10	11
PRIMARY SCHOOLS—*contd.*										
Upper Primary for Females	1	64	62	46	32	1,429	1,404	1,008	71	3,078
Lower Primary for Females	2	95	99	56	57	1,818	1,700	1,333	1,998	44,471
Total for Primary Schools for Females ...	3	159	160	102	89	3,247	3,194	2,341	2,069	48,130
Grand Total for Primary Schools for Males and Females.	119	5,176	5,039	3,527	833	38,607	37,250	27,553	18,977	639,189
SCHOOL EDUCATION—SPECIAL.										
Training Schools ... For Males ...	124	3,635	2,446	2,344	...	...	...	...	2	54
Training Schools ... For Females	3	60	49	44	...	...	...	...	5	83
Schools of Art ... For Males ...	...	...	...	...	...	...	...	...	...	...
Schools of Art ... For Females	...	...	...	...	...	...	...	...	...	...
Law Schools ... ... For Males ...	...	...	...	...	...	...	...	...	...	...
Law Schools ... ... For Females	...	...	...	...	...	...	...	...	...	...
Medical Schools ... For Males ...	2	387	421	365	...	...	...	...	...	...
Medical Schools ... For Females	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. For Males ...	1	153	140	131	...	...	...	...	1	37
Engineering and Surveying Schools. For Females	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. For Males ...	8	628	500	329	...	...	...	...	13	529
Technical and Industrial Schools. For Females	1	9	8	6	...	...	...	...	5	183
Commercial Schools ... For Males ...	...	...	...	...	...	...	...	...	4	367
Commercial Schools ... For Females	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ... For Males ...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ... For Females	...	...	...	...	...	...	...	...	1	79
Reformatory Schools ... For Males ...	1	350	397	376	...	...	...	...	...	...
Reformatory Schools ... For Females	...	...	...	...	...	...	...	...	...	...
Other Schools. Madrassas... ... For Males ...	1	141	128	100	...	...	...	...	7	346
Other Schools. Madrassas... ... For Females	..	...	...	...	...	...	...	...	...	...
Other Schools. Recognized Sanskrit Tols. For Males ...	2	206	252	172	1	15	17	10	95	2,678
Other Schools. Recognized Sanskrit Tols. For Females	...	...	...	...	...	...	...	...	...	...
Other Schools. Miscellaneous ... For Males ...	...	...	...	...	...	...	...	...	1	60
Other Schools. Miscellaneous ... For Females	...	...	...	...	...	...	...	...	1	246
Other Schools. Total ...	143	4,629	4,344	3,666	1	15	17	10	135	4,562
Total of institutions of Public Instruction	311	19,469	18,794	14,838	913	46,248	44,510	33,166	19,341	576,873

TABLE III—*contd.*

Institutions.												
Private Management.												
Government or by or Municipal Boards.		Unaided.										
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st March learning→ English.	A classical language.	A vernacular language.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
12	13	14	15	16	17	18	19	20	21	22	23	24
3,471	2,760	...	...	...	...	104	5,171	204	...	4,927	...	245
42,905	35,467	347	6,067	6,384	5,816	2,404	53,351	13	4,593	53,338	...	1,099
46,376	38,227	347	6,067	6,384	5,616	2,508	58,522	307	4,593	58,265	...	1,344
515,113	424,021	5,127	105,217	90,432	84,820	24,956	688,189	413	28,004	687,870	44,400	1,344
43	44	1	14	14	13	127	2,703	323	327	2,703	...	...
80	70	...	...	...	...	8	143	...	...	143	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	387	387	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...
24	13	...	...	...	...	2	180	153	...	27	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
474	379	1	17	16	16	22	1,181	540	...	644	...	...
167	163	3	60	61	59	0	252	...	...	252	...	...
257	221	5	103	97	75	0	370	370	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
86	68	...	...	...	...	1	79	...	...	79	...	...
...	...	...	...	...	...	1	350	3	...	350	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
332	275	2	100	174	133	10	677	26	586	500	6	...
...	...	...	...	...	...	...	...	...	...	...	...	...
2,559	2,063	135	3,908	3,587	3,018	233	6,027	51	26,027	3,332	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...
60	56	1	53	60	29	2	118	...	...	118	55	...
236	205	...	...	...	...	1	246	...	...	246	...	111
4,374	3,563	142	4,410	4,009	3,342	427	13,016	1,853	7,840	8,400	3	111
551,747	454,535	5,366	120,687	111,253	96,415	25,964	763,277	44,229	52,461	755,005	44,632	1,535

Class of Institutions.		Public									
		Under Public Management.								Under	
		Managed by Government.				Managed by District Funds or Municipal Boards.				Aided by by District Funds	
		Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1		2	3	4	5	6	7	8	9	10	11
Private Institutions.	1. ADVANCED, TEACHING—										
	(a) Arabic or Persian ... For Males	...	...	...	...	...	...	...	...	...	...
	(a) Arabic or Persian ... For Females	...	...	...	...	...	...	...	...	...	...
	(b) Sanskrit ... For Males	...	...	...	...	...	...	...	...	...	...
	(b) Sanskrit ... For Females	...	...	...	...	...	...	...	...	...	...
	(c) Any other Oriental Classic For Males	...	...	...	...	...	...	...	...	...	...
	(c) Any other Oriental Classic For Females	...	...	...	...	...	...	...	...	...	...
	2. ELEMENTARY—										
	(a) Teaching a Vernacular only or mainly. For Males	...	...	...	...	...	...	...	...	...	...
	(a) Teaching a Vernacular only or mainly. For Females	...	...	...	...	...	...	...	...	...	...
	(b) Teaching the Koran only. For Males	...	...	...	...	...	...	...	...	...	...
	(b) Teaching the Koran only. For Females	...	...	...	...	...	...	...	...	...	...
	3. Other Schools not conforming to Departmental Standards. For Males	...	...	...	...	...	...	...	...	...	...
	3. Other Schools not conforming to Departmental Standards. For Females	...	...	...	...	...	...	...	...	...	...
	Total of Private Institutions ...	...	...	..	...	...	...	...	...	...	...
GRAND TOTAL OF ALL INSTITUTIONS.	For Males ...	...	...	...	...	...	...	...	...	...	...
	For Females	...	...	...	...	...	...	...	...	...	..
	Total ...	...	...	..	...	...	...	...	...	...	...

TABLE III—*concld.*

Institutions.												
Private Management.												
Government or or Municipal Boards.		Unaided.						Number of Scholars on the 31st March learning—				
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st March.	English.	A classical language.	A vernacular language.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	113	3,222	...	3,137	590	8	...
...	...	...	...	...	...	1	12	...	12	...	...	...
...	...	...	...	...	...	85	1,399	...	1,380	165	3	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,179	20,439	78	204	20,439	584	...
...	...	...	...	...	...	16	333	...	16	333	...	...
...	...	...	...	...	...	125	2,048	...	2,048	178	127	...
...	...	...	...	...	...	3	25	...	25	...	...	...
...	...	...	...	...	...	476	19,502	4,643	2,808	19,192	332	...
...	...	...	...	...	...	4	115	28	29	115	...	8
...	...	...	...	...	...	2,002	47,105	4,752	9,709	41,012	1,054	8
...	...	...	...	...	...	25,385	747,223	47,537	57,559	736,003	45,696	...
...	...	...	...	...	...	2,581	69,159	1,444	4,751	62,014	...	1,543
...	...	...	...	...	...	27,966	816,382	48,981	62,260	797,617	45,696	1,543

GENERAL TABLE IIIA.

Number of scholars in Bihar and Orissa on the 31st March 1922, classified according to sex, race or creed.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Bhumihar Brahmans, Rajputs, Bardyas and Kayasthas.	Others.					
1	2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION.										
Arts Colleges—										
English ... Males ...	1	44	426	1,026	179	384	...	...	3	2,063
English ... Females ...	...	9	...	1	2	...	...	...	...	12
Colleges for Professional Training for Males—										
Law ... Males ...	...	1	44	174	17	68	...	...	...	304
Teaching ... ... Males ...	...	2	7	25	1	3	...	...	...	38
Agriculture ... Males ...	2	4	7	24	7	9	...	...	...	53
Total for Colleges ...	3	60	484	1,250	206	464	...	...	3	2,470
School Education—General—										
Secondary Schools—										
For Males—										
High Schools ... Males ...	3	1,145	4,092	11,422	3,980	3,090	...	3	292	24,042
High Schools ... Females ...	...	...	3	...	...	...	...	...	...	3
Middle Schools—										
English ... Males ...	203	1,774	4,058	5,016	5,440	1,233	...	...	720	18,448
English ... Females ...	101	31	5	7	20	3	...	...	...	167
Vernacular ... Males ...	...	486	1,860	3,505	3,173	835	...	1	635	11,295
Vernacular ... Females ...	...	...	5	14	9	...	...	...	...	28
Total for Secondary Schools for Males	402	3,436	10,023	20,864	13,428	5,170	...	4	1,650	55,583
For Females—										
High Schools ... Males ...	...	...	...	...	...	...	...	...	...	...
High Schools ... Females ...	3	414	47	137	30	10	...	...	...	647
Middle Schools—	36	8	9	13	8	4	...	1	1	80
English ... Males ...										
English ... Females ...	285	478	131	224	61	60	...	...	3	1,242
Vernacular ... Males ...	...	...	...	...	...	...	...	...	...	...
Vernacular ... Females ...	..	841	153	174	253	3	...	...	21	1,445
Total for Secondary Schools for Females.	324	1,741	340	548	353	83	...	1	25	3,420
Total for Secondary Schools for Males and Females.	726	5,177	10,363	21,412	13,786	5,253	...	5	1,681	59,003

GENERAL TABLE IIIA—*contd.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Bhumihar Brahmans, Rajputs, Baidyas and Kayasthas.	Others.					
1	2	3	4	5	6	7	8	9	10	11
Primary Schools—										
Primary Schools for Males—										
Upper Primary ... Males ...	40	2,220	13,761	21,834	43,101	6,979	1	...	4,013	91,955
Upper Primary ... Females ...	20	258	911	1,085	1,691	83	...	...	70	4,118
Lower Primary ... Males ...	13	9,761	50,091	93,498	247,889	56,300	12	...	30,257	493,311
Lower Primary ... Females ...	5	2,478	5,339	10,104	16,750	4,449	...	...	1,070	40,282
Total for Primary Schools for Males.	78	14,223	76,093	126,611	309,431	67,901	13	...	34,416	629,666
Primary Schools for Females—										
Upper Primary ... Males ...	124	68	15	19	20	...	...	...	...	245
Upper Primary ... Females ...	143	1,441	606	922	1,639	149	...	...	26	4,926
Lower Primary ... Males ...	4	271	101	126	236	308	...	...	53	1,099
Lower Primary ... Females ...	9	1,069	6,802	12,031	17,458	12,911	...	...	452	52,252
Total for Primary Schools for Females.	280	3,469	7,524	13,097	19,353	13,368	...	...	531	58,532
Total for Primary Schools for Males and Females.	358	17,692	84,517	140,608	328,784	81,269	13	...	34,947	688,198
School Education—Special—										
Training Schools ... Males ...	...	120	625	771	715	319	...	...	153	2,703
Training Schools ... Females ...	...	83	6	21	15	16	...	...	...	143
Schools of Art ... Males ...	...	...	...	...	...	...	...	...	...	...
Schools of Art ... Females ...	...	...	...	...	...	...	...	...	...	...
Law Schools ... Males ...	...	...	...	...	...	...	...	...	...	...
Law Schools ... Females ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ... Males ...	...	16	98	191	24	57	...	...	...	386
Medical Schools ... Females ...	...	1	...	...	...	...	...	...	...	1
Engineering or Surveying Schools. Males ...	...	5	28	62	56	28	...	...	1	180
Engineering or Surveying Schools. Females ...	...	...	...	...	...	...	...	...	...	...
Technical & Industrial Schools. Males ...	93	230	216	279	317	99	...	7	41	1,291
Technical & Industrial Schools. Females ...	...	235	...	1	7	8	...	...	1	252
Commercial Schools ... Males ...	...	2	41	140	36	40	...	...	...	262
Commercial Schools ... Females ...	1	...	...	...	...	...	...	...	...	1
Agricultural Schools... Males ...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools... Females ...	...	79	...	...	...	...	...	...	...	79
Reformatory Schools... Males ...	...	0	25	18	160	130	...	...	8	350
Reformatory Schools... Females ...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE IIIA.—*concld.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Bhumihar Brahmans, Rajputs, Baidyas and Kayasthas.	Others.					
I	2	3	4	5	6	7	8	9	10	11
School Education—Special—concld.										
Other Schools. Madrassas ... Males	...	...	1	5	7	658	...	...	...	671
Females	...	...	...	...	...	6	...	...	...	6
Recognized Sanskrit Tols. Males	...	...	6,778	80	68	...	...	...	...	6,926
Females	...	1	...	...	...	...	...	...	...	1
Miscellaneous Schools. Males	...	138	...	...	8	53	...	...	5	204
Females	...	158	...	...	1	...	...	...	1	160
Total ...	94	1,080	7,831	1,568	1,414	1,410	...	7	210	13,616
Total of Schools of Public Instruction	1,181	24,015	103,785	164,838	344,100	88,402	13	12	36,841	763,277
PRIVATE INSTITUTIONS—										
1. Advanced, teaching—										
(a) Arabic or Persian Males ...	...	...	...	17	28	3,170	...	...	...	3,225
Females ...	...	...	...	...	...	20	...	...	...	20
(b) Sanskrit Males ...	...	...	1,305	44	47	...	...	...	...	1,396
Females ...	...	...	...	3	...	...	...	...	...	3
(c) Any other Oriental Classic Males ...	...	...	...	...	...	...	...	...	...	...
Females ...	...	...	...	...	...	...	...	...	...	...
2. Elementary—										
(a) Teaching a Vernacular only or mainly—										
For Males Males ...	...	24	2,075	4,816	10,863	1,776	...	...	302	19,855
Females ...	...	...	57	120	320	77	...	...	4	584
For Females Males ...	...	...	...	...	...	...	...	...	...	...
Females ...	...	32	20	23	173	86	...	...	...	333
(b) Teaching the Koran only—										
For Males Males ...	...	...	...	...	...	1,931	...	...	...	1,921
Females ...	...	...	...	...	...	127	...	...	...	127
For Females Males ...	...	...	...	...	...	...	...	...	...	...
Females ...	...	...	...	...	...	25	...	...	...	25
3. Other Schools not conforming to Departmental Standards—										
For Males Males ...	13	209	2,740	5,030	7,021	3,200	...	5	307	19,170
Females ...	...	12	40	70	159	51	...	...	...	332
For Females Males ...	...	...	...	...	8	...	...	...	...	8
Females ...	...	...	7	26	51	23	...	...	...	107
Total of Private Institutions ...	13	277	6,244	10,785	18,074	10,494	...	5	613	47,105
GRAND TOTAL FOR 1921-22 ...	1,194	24,292	110,029	175,623	362,864	98,896	13	17	37,454	810,382

GENERAL TABLE III (B).

GENERAL

Number of European Schools and Scholars in Bihar and

Class of Institutions.	Public Institutions.				Grand Total of Institutions.	Grand Total of Scholars on the 31st March 1922.
	Under Private Management.					
	Aided by Government, by District Funds or Municipal Funds.					
	Number of Institutions.	Number of Scholars on the rolls on the 31st March 1922.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	2	3	4	5	6	7
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
Middle Schools for Males ... ... English ...	3	408	411	356	3	408
Middle Schools for Females ... ... English ...	3	349	282	249	3	349
Total ...	6	757	693	519	6	757
PRIMARY SCHOOLS.						
Upper Primary Schools for Males	4	60	43	37	4	60
Lower Primary Schools for Males	1	16	12	11	1	16
Total for Primary Schools for Males ...	5	76	60	48	5	76
Upper Primary Schools for Females	6	266	217	184	6	266
Lower Primary Schools for Females	1	13	12	7	1	13
Total for Primary Schools for Females ...	7	279	229	191	7	279
Grand Total for Primary Schools for Males and Females	12	355	289	239	12	355
SCHOOL EDUCATION—SPECIAL.						
Technical and Industrial Schools for Males	1	107	125	107	1	107
Total ...	1	107	125	107	1	107
Total of Schools of Public Instruction ...	19	1,219	1,107	945	19	1,219
Grand Total of all Institutions ... For Males ...	...	...	...	...	9	591
For Females ...	...	...	...	...	10	628
Total ...	...	...	...	...	19	1,219

TABLE III (B).

Orissa for the official year 1921-22.

Number of scholars on the 31st March learning—			Number of girls in boys' schools.	Number of boys in girls' schools.	Classification of scholars on the 31st March, according to race or creed.								
							Hindus.						
English.	A classical language.	A vernacular language.			Europeans and Anglo-Indians.	Indian Christians.	Brahmans.	Bhumihar Brahmans Rajputs, Baidyas and Kayasthas.	Others.	Muhammadans.	Buddhists.	Parsis.	Others.
8	9	10	11	12	13	14.	15	16	17	18	19	20	21
408	108	132	101	...	399	...	...	...	...	...	...	...	9
340	1	98	...	53	321	3	3	2	9	6	...	1	4
757	109	230	101	53	720	3	3	2	9	6	...	1	13
60	10	21	20	...	60	...	...	...	...	...	...	...	...
16	...	...	5	...	16	...	...	..	...	...	...	...	..
76	0	21	25	...	76	...	.	...	...	...	...	..	...
266	...	22	...	124	266	...	...	...	...	...	...	...	..
13	...	...	...	4	13	...	...	...	...	...	...	...	...
279	...	22	...	128	279	...	...	..	...	...	...	...	...
355	10	43	25	128	355	...	...	...	...	...	...	...	...
107	...	...	...	...	73	2	14	17	2	...	..	..	...
107	...	...	...	...	73	2	14	17	2	..	...	...	...
1,219	119	273	126	181	1,147	5	17	19	11	6	...	1	13
501	118	153	126	...	547	2	14	17	2	...	...	...	9
628	1	120	...	181	600	3	3	2	9	6	...	1	4
1,319	119	273	126	181	1,147	5	17	19	11	6	...	1	13

GENERAL

Return of Expenditure on Public Instruction in Bihar

Objects of Expenditure.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.					
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Endowments.	Subscriptions and other sources.
1	2	3	4	5	6	7
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.						
ARTS COLLEGES.						
English ... ... For males ...	4,33,820	...	...	90,893	...	181
English ... ... For females ...	6,015	...	...	384	...	...
COLLEGES FOR PROFESSIONAL TRAINING.						
Law ... ... For males ...	13,390	...	...	22,663	...	...
Teaching... ... ... For males ...	56,917	...	...	...	...	...
Agriculture ... ... For males ...	40,277	...	...	2,783	...	...
Total for Colleges ...	5,50,499	...	...	1,16,723	...	181
SECONDARY SCHOOLS.						
High Schools for males ... English ...	3,23,291	...	...	1,50,365	1,248	982
Middle Schools for males ... English ...	34,729	...	...	6,836	...	...
Middle Schools for males ... Vernacular ...	3,713	...	...	801	...	...
Total for Secondary Schools for males ...	3,61,733	...	...	1,38,002	1,248	982
High Schools for females ... English ...	51,218	...	...	4,612	...	60
Middle Schools for females ... English ...	12,510	...	...	...	...	...
Middle Schools for females ... Vernacular ...	7,769	...	...	...	...	...
Total for Secondary Schools for females ...	70,547	...	...	4,612	...	60
Grand Total for Secondary Schools for males and females.	4,32,280	...	...	1,93,614	1,248	1,042
PRIMARY SCHOOLS.						
For males ... ... Upper primary ...	70,372	12	...	2,635	...	26
For males ... ... Lower primary ...	531	...	...	...	...	...
Total for Primary Schools for males ...	70,902	12	...	2,635	...	26
For females ... ... Upper primary ...	815	...	...	...	...	
For females ... ... Lower primary ...	3,191	...	...	...	...	...
Total for Primary Schools for females ...	4,006	...	...	...	...	...
Total for Primary Schools for males and females ...	74,909	12	...	2,635		26

Direct Expenditure.

TABLE IV.

and Orissa for the official year 1921-22.

INSTITUTIONS.

MANAGEMENT.

Total.	Managed by District Funds or Municipal Boards.							Aided by Government or by District Funds or Municipal Boards.		
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Funds.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenue.	District Funds.	Municipal Funds.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,24,894	...	...	...	...	...	...	...	1,02,700	...	...
6,309	...	...	...	...	...	...	...	...	...	...
36,053	...	...	...	...	...	...	...	...	...	...
56,807	...	...	...	...	...	...	...	...	...	...
43,150	...	...	...	...	—	...	...	...	...	...
6,67,402	...	...	...	...	...	...	...	1,02,700	...	...
5,05,886	...	...	—	...	...	...	...	1,30,314	...	...
41,565	...	...	...	...	...	...	...	2,09,449	...	110
4,514	...	1,46,513	2,682	24,347	...	345	1,73,887	...	24,779	2,106
5,51,965	...	1,46,513	2,682	24,347	...	345	1,73,887	3,30,763	24,779	2,216
54,920	...	...	...	...	...	...	...	10,080	...	...
12,510	...	...	...	...	...	...	...	20,078	...	600
7,789	...	...	...	...	...	...	...	11,040	...	...
75,219	...	...	...	...	...	...	...	47,198	...	600
6,27,184	...	1,46,513	2,682	24,347	...	345	1,73,887	3,86,961	24,779	2,816
73,045	229	1,26,881	21,039	23,745	...	6,173	1,76,067	9,685	2,74,844	15,506
530	110	67,996	25,259	13,423	...	4,393	1,11,181	58,213	40,60,889	42,021
73,575	339	1,94,877	46,298	37,186	...	10,566	2,80,248	67,878	13,35,733	57,527
815	...	15,342	5,238	147	...	68	20,795	8,030	11,168	6,460
3,191	...	12,322	10,270	...	314	935	23,841	14,681	1,97,305	14,715
4,006	...	27,664	15,508	147	314	1,003	44,636	22,681	2,08,533	21,175
77,58	339	2, 2,541	61,806	37,915	314	11,569	3,33,884	90,559	15, 4,264	78,70

GENERAL

Return of Expenditure on Public Instruction in Bihar

Objects of Expenditure.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District Funds or Municipal Boards.				Unaid	
	Fees, including fees paid from Mohsin Fund.	Endowments.	Subscriptions and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Endowments.
—	19	20	21	23	23	24
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.						
ARTS COLLEGES.						
English ... ... For males ...	58,896	19,293	7,942	1,86,831	1,108	7,864
English ... ... For females ...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.						
Law ... ... For males ...	...	...	...	...	...	...
Teaching ... ... For males ...	...	...	...	...	...	...
Agriculture ... ... For males ...	...	...	...	...	...	...
Total for Colleges ...	58,896	19,293	7,942	1,86,831	1,108	7,864
SECONDARY SCHOOLS.						
High Schools for males ... English ...	3,85,105	2,410	1,27,923	5,45,752	1,65,558	10,842
Middle Schools for males ... English ...	1,08,491	607	1,03,202	4,81,859	24,951	2,847
Middle Schools for males ... Vernacular ...	9,714	...	6,964	45,563	581	...
Total for Secondary Schools for males ...	4,03,310	3,017	2,4 ,089	10,73,174	1,91,090	13,689
High Schools for females ... English ...	1,372	...	4,439	15,791	...	...
Middle Schools for females ... English ...	7,114	...	34,046	67,838	92	...
Middle Schools for females ... Vernacular ...	742	...	20,437	32,219	...	...
Total for Secondary Schools for females ...	9,128	...	58,932	1,15,848	92	...
Grand Total for Secondary Schools for males and females.	4,72,438	3,017	2,99,011	11,89,022	1,91,182	13,689
PRIMARY SCHOOLS.						
For males ... ... Upper primary ...	1,19,803	...	80,708	7,00,526	325	242
For males ... ... Lower primary ...	5,54,741	...	3,09,643	21,15,507	1,79,026	...
Total for Primary Schools for males ...	6,74,544	...	4,90,351	26,16,033	1,79,351	242
For females ... ... Upper primary ...	10,498	...	28,611	64,757	...	...
For females ... ... Lower primary ...	4,623	...	19,054	2,50,418	1,134	...
Total for Primary Schools for females ...	15,121	...	47,665	3,15,175	1,134	...
Total for Primary Schools for males and females ...	6,89,665	...	5,38,016	29,31,208	1,80,485	242

Direct Expenditure.

TABLE IV—*contd.*

and Orissa for the official year 1921-22.

INSTITUTIONS. MANAGEMENT. ed.	TOTAL EXPENDITURE FROM—								
Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mubein Fund.	Endowments.	Subscriptions and other sources.	Grand Total.	Remarks.
25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	8,972	5,36,520	...	...	1,48,897	27,157	8,123	7,20,697	
...	...	6,015	...	...	384	...	...	6,399	
...	...	13,390	...	...	22,663	...	...	36,053	
...	...	56,897	...	...	...	...	...	56,897	
...	...	40,377	...	..	2,782	..	...	43,159	
...	8,972	6,53,199	...	...	1,74,726	27,157	8,123	8,63,705	
90,164	2,66,564	4,53,605	...	...	6,31,028	14,500	2,19,009	13,18,209	
53,507	80,305	2,44,178	...	110	3,00,278	3,454	1,55,709	6,03,729	
1,352	1,933	3,713	1,71,292	4,788	35,443	...	10,661	2,35,897	
1,44,023	3,48,802	7,01,496	1,71,292	4,898	8,66,749	17,954	3,85,439	21,47,628	
...	...	60,328	...	...	5,884	...	4,499	70,711	
603	695	38,588	...	600	7,306	...	34,149	81,043	
...	...	18,829	...	...	742	...	20,437	40,008	
603	695	1,17,745	...	600	13,833	...	59,585	1,91,762	
1,44,626	3,49,497	8,19,241	1,71,292	5,498	8,80,581	17,954	4,45,024	23,39,590	
2,690	3,366	80,366	4,01,737	36,545	1,46,508	243	89,606	7,54,904	
61,397	2,60,423	58,653	11,38,895	67,280	7,47,100	...	4,85,433	24,87,641	
64,096	2,63,089	1,39,119	15,30,632	1,03,825	8,93,618	243	5,75,039	32,42,545	
...	...	8,835	26,510	11,698	10,645	...	28,679	86,367	
7,940	9,074	17,852	2,09,687	24,985	5,757	314	27,929	2,86,524	
7,940	9,074	26,687	2,36,197	36,683	15,402	314	56,608	3,72,891	
92,036	2,72,763	1,65,806	7,66,819	1,40,508	9,10,100	556	6,31,647	36,15,436	

Return of Expenditure on Public Instruction in

Objects of Expenditure.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.					
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Endowments.	Subscriptions and other sources.
1	2	3	4	5	6	7
DIRECT EXPENDITURE—*contd.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direct Expenditure. — SCHOOL EDUCATION, SPECIAL.						
Training Schools ... ... For males ...	3,26,690	35	...	6,511	...	489
Training Schools ... ... For females ...	35,426	...	...	...	...	...
Schools of Art ... ... For males ...	...	...	...	...	...	...
Schools of Art ... ... For females ...	...	...	...	...	...	...
Law Schools ... ... For males ...	...	...	...	...	...	...
Law Schools ... ... For females ...	...	...	...	...	...	...
Medical Schools ... ... For males ...	1,01,207	...	...	14,840	...	480
Medical Schools ... ... For females ...	...	...	...	...	...	...
Engineering and Surveying Schools. For males ...	85,539	...	...	7,672	...	2,287
Engineering and Surveying Schools. For females ...	...	...	...	...	...	...
Technical and Industrial Schools For males ...	42,216	878	...	1,255	...	13,340
Technical and Industrial Schools For females ...	1,608	...	...	...	...	...
Commercial Schools ... For males ...	...	...	...	...	...	...
Commercial Schools ... For females ...	...	...	...	...	...	...
Agricultural Schools ... For males ...	...	...	...	...	...	...
Agricultural Schools ... For females ...	...	...	...	...	...	...
Reformatory Schools ... For males ...	1,11,393	...	...	...	...	4,622
Reformatory Schools ... For females ...	...	...	...	...	...	...
Other Schools. — Madrassas ... ... For males ...	15,460	...	...	...	...	...
Other Schools. — Madrassas ... ... For females ...	...	...	...	...	...	...
Other Schools. — Recognized Sanskrit *Tols* For males ...	34,798	...	...	...	...	2,961
Other Schools. — Recognized Sanskrit *Tols* For females ...	...	...	...	...	...	...
Other Schools. — Miscellaneous Schools For males ...	...	...	...	...	...	...
Other Schools. — Miscellaneous Schools For females ...	...	...	...	...	...	...
Total ...	7,54,390	913	...	30,478	...	24,179
Total of Direct Expenditure ...	18,12,077	925	...	3,42,449	1,248	25,419

TABLE IV—*contd.*

Bihar and Orissa for the official year 1921-22.

INSTITUTIONS.										
MANAGEMENT.										
	Managed by District Funds or Municipal Boards.							Aided by Government or by District Funds or Municipal Boards.		
Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,33,706	...	...	...	...	...	...	...	6,045	...	...
35,420	...	...	...	...	...	...	...	10,507	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
1,16,587	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
66,698	...	...	...	...	...	...	...	418	...	...
...	...	...	...	...	...	...	...	...	...	...
57,669	...	...	...	...	...	...	...	1,06,465	4,757	315
1,708	...	...	...	...	—	...	...	1,735	...	...
...	...	...	...	...	...	—	...	1,930	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	330	...	...
1,16,018	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
15,460	...	...	...	...	...	...	...	5,389	...	...
...	...	...	...	...	...	...	...	...	...	...
37,759	...	...	268	...	...	...	268	18,208	...	1,214
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,142	...	60
...	...	...	...	...	...	...	...	720	...	...
8,69,051	...	...	268	...	...	...	268	1,53,930	4,757	1,589
21,82,118	339	3,09,054	64,756	61,662	314	11,914	5,08,039	7,34,150	15,71,802	83,107

Return of Expenditure on Public Instruction in

Objects of Expenditure.			PUBLIC				
			UNDER PRIVATE				
			Aided by Government or by District Funds or Municipal Boards.				Unaid
			Fees, including fees paid from Mohsin Fund.	Endowments.	Subscriptions and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Endowments.
—			19	20	21	22	23	24
DIRECT EXPENDITURE—*contd.*			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, SPECIAL.								
Direct Expenditure.	Training Schools	For males ...	...	...	2,112	8,157	...	...
		For females ...	746	...	5,066	16,809	...	...
	Schools of Art	For males ...	...	...	...	...	...	...
		For females ...	...	...	...	...	...	...
	Law Schools	For males ...	...	...	...	...	...	...
		For females ...	...	...	...	...	...	...
	Medical Schools	For males ...	...	...	...	...	...	...
		For females ...	...	...	...	...	...	...
	Engineering and Surveying Schools.	For males ...	...	...	...	418	...	...
		For females ...	...	...	...	...	...	...
	Technical and Industrial Schools	For males ...	4,418	...	2,39,113	3,55,128	...	...
		For females ...	...	...	4,171	5,906	...	...
	Commercial Schools ...	For males ...	6,273	...	1,362	9,618	4,013	...
		For females ...	...	...	...	...	...	...
	Agricultural Schools ...	For males ...	...	...	...	...	...	...
		For females ...	...	...	...	330	...	...
	Reformatory Schools ...	For males ...	...	...	...	...	...	...
		For females ...	...	...	...	...	...	...
Other Schools.	Madrassas	For males ...	274	...	2,178	7,832	...	2,460
		For females ...	...	...	...	...	...	...
	Recognized Sanskrit *Tols* ...	For males ...	240	84	33,603	53,349	621	9,532
		For females ...	...	...	...	...	...	...
	Miscellaneous Schools ...	For males ...	501	...	3,595	6,298	...	...
		For females ...	...	...	1,950	2,070	...	...
	Total		13,492	84	2,03,733	4,66,575	4,634	11,992
Total of Direct Expenditure ...			12,31,481	22,394	11,28,702	47,73,636	3,27,409	39,797

TABLE IV—*contd.*

and Orissa for the official year 1921-22—contd.

INSTITUTIONS. MANAGEMENT. ded.		TOTAL EXPENDITURE FROM—							
Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Moisin Fund.	Endowments.	Subscriptions and other sources.	Grand Total.	Remarks
25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
791	791	3,32,726	35	...	6,511	...	3,383	3,42,654	
...	...	45,933	...	...	746	...	5,616	52,295	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	—	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	1,01,267	...	...	14,819	...	430	1,16,587	
...	...	...	...	...	...	...	...	...	
...	...	85,057	...	...	7,673	...	2,287	95,116	
...	...	...	...	..	...	...	...	...	
120	120	1,47,681	5,635	915	5,703	...	2,52,603	13,437	
3,593	2,593	3,343	...	...	...	...	6,707	10,110	
...	...	...	...	...	..	...	.	...	
.	...	...	..	..	.	...	...	...	
473	4,475	1,980	...	...	10,286	...	1,837	14,103	
...	...	...	...	...	...	...	...	...	
...	...	330	...	...	...	...	...	330	
...	..	1,11,396	...	...	...	...	4,723	1,16,078	
756	3,216	20,840	..	...	274	2,480	2,934	26,508	
...	...	...	...	...	...	...	...	...	
68,275	78,428	53,006	..	1,432	861	9,016	1,04,630	1,69,804	
...	...	...	...	...	...	...	...	...	
252	252	2,143	...	60	501	...	3,847	6,550	
...	...	720	...	...	...	...	1,950	2,670	
73,332	89,888	9,08,330	5,670	1,857	47,694	12,076	3,91,165	13,66,682	
8,09,024	7,21,120	25,46,561	19,43,731	1,17,983	20,13,001	57,743	14,75,959	81,84,913	

Return of Expenditure on Public Instruction in Bihar

Objects of Expenditure.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government					
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees including fees paid from Mohsin Fund.	Endowments.	Subscriptions and other sources.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Indirect Expenditure. — Buildings, Furniture and Apparatus	9,23,824	...	...	...	260	...
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Total	9,23,824	...	...	...	260	...
Scholarships or stipends held in — Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges	...	..	...	...	...	...
Secondary Schools	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...
Total charges for Scholarships	...	...	...	...	...	...
MISCELLANEOUS.						
Hostel charges (Recurring)	...	...	...	...	...	...
Contingencies and Miscellaneous	...	...	...	...	...	...
Total Miscellaneous charges	...	...	...	..	...	...
Total of Indirect Expenditure	9,23,824	...	...	...	260	...
Total Expenditure on Public Instruction, 1921-22	27,35,901	925	...	3,41,449	1,508	25,419

TABLE IV.

and Orissa for the official year 1921-1922.

INSTITUTIONS.

MANAGEMENT.

	Managed by District Funds or Municipal Boards.							Aided by Government or by District Funds or Municipal Boards.		
Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
9,24,084	50	1,07,420	16,036	...	...	...	1,23,506	1,86,089	68,259	7,324
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
9,24,084	50	1,07,420	16,036	...	...	...	1,23,506	1,86,089	68,259	7,324
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	—	...	...	...	...	...	...		
9,24,084	50	1,07,420	16,036	...	...	...	1,23,506	1,86,089	68,259	7,324
31,03,202	869	4,76,[illegible]	80,796	61,662	814	11,914	6,81,545	9,21,139	16,42,001	90,421

GENERAL

Return of Expenditure on Public Instruction in

Objects of Expenditure.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District Funds or Municipal Boards.				Unai-	
	Fees, including fees paid from Mohsin Funds.	Endowments.	Subscriptions and other sources.	Total.	Fees, including fees paid from Mohsin Funds.	Endowments.
—	19	20	21	22	23	24
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Indirect Expenditure. Buildings, Furniture and Apparatus	19,787	...	1,77,666	4,60,025	94	...
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Total	19,787	...	1,77,666	4,60,025	94	...
Scholarships or stipends held in: Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...
Secondary Schools	...	...	..	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...
Total charges for Scholarships ...	...	...	...	...	...	...
MISCELLANEOUS.						
Hostel charges (Recurring)	...	...	...	...	...	...
Contingencies and Miscellaneous	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	19,787	...	1,77,666	4,60,025	94	...
Total expenditure on Public Instruction, 1921-1922	12,51,268	22,391	13,06,366	52,33,661	3,77,503	33,787

TABLE IV—*contd.*

Bihar and Orisa for the official year 1921-1922.

INSTITUTIONS. MANAGEMENT. ded.		TOTAL EXPENDITURE FROM—							
Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Endowments.	Subscriptions and other sources.	Grand Total.	Remarks.
25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
26,957*	27,051	11,11,333	1,75,679	23,360	19,881	260	2,04,223	5,34,036	
...	...	64,927	...	...	1,03,762	...	1,07,581	2,81,370	*Includes Rs. 400 paid to an unaided school from Provincial Revenues.
...	...	1,06,215	...	...	...	...	...	1,06,215	
...	...	7,01,011	461	300	...	...	743	7,63,515	
26,957	27,051	20,43,416	1,76,140	23,660	1,23,643	260	3,12,547	26,84,636	
...	...	32,220	...	...	...	4,007	5,968	42,195	†Includes Rs. 1,149 paid by the Government of Bengal and Rs. 300 by the Government of Assam. ‡Includes Rs. 1,432 paid by District Boards in Bengal.
...	...	...	...	...	...	...	...	..	
...	...	28,411†	2,053‡	...	...	880	..	31,377	
...	...	63,103	21,100	...	107	1,605	2,608	93,373	
...	...	1,608	35,900	327	...	...	510	37,345	
...	...	130	1,039	150	...	106	220	1,635	
...	...	474	2,074	...	...	...	408	2,956	
...	...	3,385	656	...	...	...	689	4,730	
...	...	1,34,354	62,123	477	107	6,088	10,453	2,13,611	
...	...	1,07,127	2,896	...	74,382	290	39,515	2,24,100	
...	...	87,067	80,207	3,353	16,576	1,423	19,441	2,08,957	
...	...	1,95,094	83,103	3,353	90,038	1,713	58,956	4,33,157	(a) Includes Rs. 1,01,000 paid by the Government of Bengal and Rs. 6,000 by the Government of Assam for the Reformatory School at Hazaribagh. (b) Includes Rs. 12,35,496 from Provincial Revenues. (c) Includes Rs. 1,03,311 from Provincial Revenues.
26,957	27,051	23,72,864	3,31,365	27,490	2,19,688	9,061	3,81966	33,31,434	
3,36,881	7,48,171	(a) 48,19,430	(b) 22,65,146	(c) 1,75,353	23,32,680	65,964	18,57,925	1,15,16,347	

GENERAL TABLE IV (A).

Return of Expenditure on Public Instruction in European Schools in Bihar and Orissa for the official year 1921-1922.

Objects of Expenditure.	PUBLIC INSTITUTIONS.						
	UNDER PRIVATE MANAGEMENT.						
	Aided by Government or by District Funds or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees including fees paid from Mohsin Fund.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8
SCHOOL EDUCATION, GENERAL.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SECONDARY SCHOOLS.							
Middle Schools for males ... ... English ...	18,303	...	...	27,657	...	4,494	50,454
Total for Secondary Schools for Males ...	18,303	...	...	27,657	...	4,494	50,454
Middle Schools for females ... ... English ...	12,889	...	...	3,075	...	10,590	27,454
Total for Secondary Schools for Females ...	12,889	...	...	3,075	...	10,590	27,454
Grand Total for Secondary Schools for Males and Females ...	31,192	...	...	31,632	...	15,084	77,908
PRIMARY SCHOOLS.							
For males ... ... { Upper Primary ...	1,712	...	...	1,591	...	3,614	6,917
{ Lower Primary ...	264	...	...	44	...	14	322
Total for Primary Schools for Males ...	1,976	...	...	1,635	...	3,628	7,239
For females, ... { Upper Primary ...	5,918	...	...	8,160	...	8,612	22,690
{ Lower Primary ...	143	...	...	448	...	1,278	1,869
Total for Primary Schools for Females ...	6,061	...	...	8,608	...	9,890	24,559
Total for Primary Schools for Males and Females ...	8,037	...	...	10,243	...	13,518	31,798
SCHOOL EDUCATION, SPECIAL.							
Technical and Industrial Schools ... For males ...	1,130	...	...	1,913	...	2,243	5,466
Total	1,130	...	...	1,993	...	2,343	5,466
Total of Direct Expenditure	40,359	...	...	43,868	...	30,945	1,16,172

Direct Expenditure.

GENERAL TABLE IV (A).—*contd.*

Return of Expenditure on Public Instruction in European Schools in Bihar and Orissa for the official year 1921-1922.

Objects of Expenditure.		Total Expenditure from—						Grand Total.
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Endowments.	Subscriptions and other sources.	
1		9	10	11	12	13	14	15
SCHOOL EDUCATION, GENERAL.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direct Expenditure. — Secondary Schools.								
Middle Schools for males	English ...	18,303	...	...	27,657	...	4,494	50,454
Total for Secondary Schools for Males	...	18,303	...	...	27,657	...	4,494	50,454
Middle Schools for females	English ...	12,889	...	...	3,975	...	10,590	27,454
Total for Secondary Schools for Females	...	12,889	...	...	3,975	...	10,590	27,454
Grand Total for Secondary Schools for Males and Females	...	31,192	...	...	31,632	...	15,084	77,908
Primary Schools.								
For males	Upper Primary ...	1,712	...	...	1,591	...	3,014	6,017
	Lower Primary ...	264	...	...	44	...	14	322
Total for Primary Schools for Males	...	1,976	...	...	1,635	...	3,028	7,239
For females	Upper Primary ...	5,918	...	...	8,100	...	8,012	22,030
	Lower Primary ...	143	...	...	448	...	1,278	1,869
Total for Primary Schools for Females	...	6,061	...	...	8,608	...	9,890	24,559
Total for Primary Schools for Males and Females	...	8,037	...	...	10,243	...	13,618	31,798
School Education, Special.								
Technical and Industrial Schools ...	For males ...	1,130	...	...	1,993	...	2,343	5,466
Total		1,130	...	...	1,993	...	2,343	5,466
Total of direct Expenditure		40,359	...	...	43,868	...	30,945	1,15,173

GENERAL TABLE IV (A).

Return of Expenditure on Public Instruction in European Schools in Bihar and Orissa for the official year 1921-1922.

Objects of Expenditure.	PUBLIC INSTITUTIONS.						
	UNDER PRIVATE MANAGEMENT.						
	Aided by Government or by District Funds or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees including fees paid from Mohsin Fund.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Total of Direct Expenditure	40,359	...	...	43,868	...	1 30,945	1,15,172
Indirect Expenditure. Buildings, Furniture and Apparatus	27,465	...	...	15,810	...	18,811	62,086
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Total	27,465	...	...	15,810	...	18,811	62,086
Scholarships or stipends held in { Secondary Schools	...	...	...	...	...	...	...
Scholarships or stipends held in { Primary Schools	...	...	...	...	...	...	...
Total charges for Scholarships	...	...	...	...	...	...	...
MISCELLANEOUS.							
Hostel charges (Recurring)	...	...	...	...	...	...	...
Contingencies and Miscellaneous	...	...	...	...	...	...	...
Total Miscellaneous Charges	...	...	...	...	...	...	...
Total of Indirect Expenditure	27,465	...	...	15,810	...	18,811	62,086
Total Expenditure on Public Instruction, 1921-1922 ...	67,824	...	...	59,678	...	49 756	1,77,258

GENERAL TABLE IV (A).

Return of Expenditure on Public Instruction in European Schools in Bihar and Orissa for the official year 1921-1922.

Objects of Expenditure.		Total Expenditure from—						
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Endowments.	Subscriptions and other sources.	Grand Total.
1		9	10	11	12	13	14	15
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Total of Direct Expenditure	... ...	40.359	...	...	43,868	...	30,945	1.15,172
Indirect Expenditure. Buildings, Furniture and Apparatus	... ...	27,435	...	...	15,810	...	18,811	62,086
University	... ...	...	...	...	...	...	...	...
Direction	... ...	...	...	...	...	...	...	...
Inspection	... ...	3,737	...	...	...	...	...	3,737
Total	... ...	31,202	...	...	15,810	...	18,811	65,823
Scholarships or stipends held in Secondary Schools	... ...	12,215	...	...	...	...	...	12,215
Primary Schools	... ...	216	...	...	...	...	...	216
Total charges for Scholarships	... ...	12,431	...	...	...	...	...	12,431
Miscellaneous.								
Hostel charges (Recurring)	... ...	34,190	...	...	25,982	...	3,385	63,557
Contingencies and Miscellaneous	... ...	...	...	...	...	...	...	...
Total Miscellaneous Charges	... ...	34,190	...	...	25,932	...	3,385	63,557
Total of Indirect Expenditure	... ...	77,823	...	...	41,792	...	22,196	1,41,811
Total Expenditure on Public Instruction, 1921-1922	...	1,18,182	...	...	85,660	...	53,141	2,56,983

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of School.		Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Total Secondary Stage.		
				Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
1		2	3	4	5	6	7	8	9	10	11	12
SECONDARY SCHOOLS FOR MALES.												
Government ...	English ...	31	7,185	3,782	...	3,782	1,726	1	1,727	5,508	1	5,509
	Vernacular...	2	18	...	...	...	52	...	52	52	...	52
District Fund...	English ...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	107	7,491	...	...	...	2,095	1	2,096	2,093	1	2,099
Municipal Fund	English ...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	2	132	...	...	...	48	...	48	48	...	48
Aided ...	English ...	263	26,434	6,635	...	6,635	7,784	8	7,792	14,419	8	14,427
	Vernacular...	44	3,211	...	...	...	757	...	757	757	...	757
Unaided ...	English ...	85	10,641	3,998	...	3,998	2,927	...	2,927	6,925	...	6,925
	Vernacular...	4	301	...	...	...	103	...	103	103	...	103
Total ...		538	55,583	14,415	...	14,415	15,495	10	15,505	29,910	10	29,920
SECONDARY SCHOOLS FOR FEMALES.												
Government ...	English ...	3	357	...	51	51	...	40	40	...	91	91
	Vernacular...	4	387	...	...	...	...	18	18	...	18	18
District Fund...	English ...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...
Municipal Fund	English ...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	English ...	14	1,531	...	37	37	9	253	262	9	290	299
	Vernacular...	7	1,058	...	...	...	...	131	131	...	131	131
Unaided ...	English ...	1	87	...	...	...	...	5	5	...	5	5
	Vernacular...	...	...	...	...	...	...	...	...	...	...	...
Total ...		29	3,420	...	88	88	9	447	456	9	535	544
Total Secondary Schools for Males and Females.		567	59,003	14,415	88	14,503	15,504	457	15,961	29,919	545	30,464

TABLE V.

Education in Bihar and Orissa at the end of the official year 1921-1922.

Upper Primary Stage.			Lower Primary Stage.								
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.			Total.		
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
13	14	15	16	17	18	19	20	21	22	23	24
1,449	6	1,455	190	...	190	31	...	31	221	...	221
47	...	47	71	...	71	15	...	15	86	...	86
...	...	...	...	...	...	...	...	...	...	...	...
2,049	11	2,060	2,157	4	2,161	1,169	5	1,174	3,326	9	3,335
...	...	...	...	...	...	...	...	...	...	...	...
37	...	37	88	...	88	9	...	9	47	...	47
7,520	23	7,543	3,351	84	3,435	988	41	1,029	4,339	125	4,464
747	1	748	1,140	3	1,143	560	3	563	1,700	6	1,706
2,370	...	2,370	911	1	912	428	6	434	1,339	7	1,346
85	...	85	59	...	59	54	...	54	113	...	113
14,304	41	14,345	7,917	92	8,009	3,254	55	3,309	11,171	147	11,318
...	76	76	...	139	139	...	51	51	...	190	190
...	53	53	...	189	189	...	127	127	...	316	316
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
9	362	371	33	582	615	23	233	246	56	805	861
...	206	206	...	433	433	...	288	288	...	721	721
...	5	5	...	34	34	6	37	43	6	71	77
...	...	...	...	...	...	...	...	...	...	...	...
9	702	711	33	1,377	1,410	29	726	755	62	1,103	2,165
14,313	743	15,056	7,950	1,469	9,419	3,283	781	4,064	11,233	2,250	13,483

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of School.	Number of Schools.	Number of pupils on the rolls on the 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Total Secondary Stage.		
			Males.	Females.	Total.	Males.	Females	Total.	Males.	Females.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
PRIMARY SCHOOLS FOR MALES											
Government	116	5,017	...	...	...	...	...	...	...	...	...
District Fund	510	28,265	...	...	...	35	...	35	35	...	35
Municipal Fund	151	7,095	...	...	...	...	...	...	...	...	...
Aided	16,808	491,039	...	...	...	26	...	26	26	...	26
Unaided	4,780	98,250	...	...	...	...	...	...	...	...	...
Total ...	22,448	629,666	...	...	...	61	...	61	61	...	61
PRIMARY SCHOOLS FOR FEMALES.											
Government ...	3	159	...	...	...	...	...	...	...	...	...
District Fund	59	2,069	...	...	...	...	1	1	...	1	1
Municipal Fund ...	30	1,178	...	...	...	...	...	...	...	...	...
Aided	2,069	48,119	...	...	...	...	...	...	...	...	...
Unaided	347	6,967	...	...	...	...	...	...	...	...	...
Total ..	2,508	59,522	...	...	...	...	1	1	...	1	1
Total Primary Schools for Males and Females.	24,956	688,188	...	...	...	61	1	62	61	1	62
GRAND TOTAL FOR 1921-1922	25,523	747,101	14,415	88	14,503	15,565	458	16,023	29,980	546	30,526

TABLE V—*contd.*

Education in Bihar and Orissa at the end of the official year 1921-22.

Upper Primary Stage.			Lower Primary Stage.								
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.			Total.		
Males.	Females.	Total	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
13	14	15	16	17	18	19	20	21	22	23	24
1,522	1	1,523	2,332	6	2,338	1,146	10	1,156	3,478	16	3,494
3,223	34	3,257	12,326	437	12,763	11,297	913	12,210	23,623	1,350	24,973
586	...	586	3,166	34	3,200	3,227	82	3,309	6,393	116	6,509
14,258	162	14,449	205,677	10,536	216,213	235,070	25,290	260,360	440,747	35,826	476,573
203	2	205	37,163	1,834	38,997	54,019	5,029	59,048	91,182	6,863	98,045
19,782	239	20,011	260,664	12,847	273,511	304,759	31,324	336,083	565,423	44,171	609,594
...	4	4	...	63	63	...	92	92	...	155	155
...	79	79	4	831	835	14	1,149	1,154	18	1,071	1,989
...	56	56	...	462	462	...	660	660	...	1,122	1,122
20	524	544	456	10,123	10,579	725	30,301	31,026	1,181	40,424	47,605
...	...	...	36	1,348	1,384	89	5,494	5,583	125	6,843	6,967
20	663	683	496	13,827	19,323	828	37,087	38,515	1,324	50,514	57,838
19,802	892	20,694	261,160	31,674	292,834	305,587	69,011	374,598	566,747	100,685	667,432
34,115	1,635	35,750	269,110	33,143	302,253	308,870	69,792	378,662	577,980	102,935	680,915

GENERAL TABLE V—*contd.*

Class of School,	Total Primary Stage.			Grand Total.		
	Males.	Females.	Total.	Males.	Females.	Total.
1	25	26	27	28	29	30
Secondary Schools for Males.						
Government ... English ...	1,670	6	1,676	7,178	7	7,185
Government ... Vernacular ...	133	...	133	185	...	185
District Fund .. English ...	...	...	...	...	...	...
District Fund .. Vernacular ...	5,375	20	5,395	7,473	21	7,494
Municipal Fund English ...	...	...	...	...	...	...
Municipal Fund Vernacular ...	84	...	84	132	...	132
Aided ... English ...	11,859	148	12,007	26,278	156	26,434
Aided ... Vernacular...	2,447	7	2,454	3,204	7	3,211
Unaided ... English ...	3,709	7	3,716	10,634	7	10,641
Unaided ... Vernacular ...	198	...	198	301	...	301
Total ...	25,475	188	25,663	55,385	198	55,583
Secondary Schools for Females.						
Government ... English ...	...	266	266	...	357	357
Government ... Vernacular ...	..	369	369	...	357	357
District Fund .. English ...	...	...	...	...	...	...
District Fund .. Vernacular...	...	...	...	...	...	...
Municipal Fund English ...	...	...	...	...	...	...
Municipal Fund Vernacular...	...	...	...	...	...	...
Aided ... English ...	65	1,167	1,232	74	1,457	1,531
Aided ... Vernacular...	...	927	927	..	1,058	1,058
Unaided ... English ...	6	76	82	6	81	87
Unaided ... Vernacular...	...	...	...	...	...	...
Total ...	71	2,805	2,876	80	3,340	3,420
Total Secondary Schools for Males and Females.	25,546	2,993	28,539	55,465	3,538	59,003

GENERAL TABLE V—*concld.*

Class of School.	Total Primary Stage.			Grand Total.		
	Males.	Females.	Total.	Males.	Females.	Total.
1	25	26	27	28	29	30
PRIMARY SCHOOLS FOR MALES.						
Government	5,000	17	5,017	5,000	17	5,017
District Fund	26,846	1,384	28,230	26,881	1,384	28,265
Municipal Fund	6,979	116	7,095	6,979	116	7,095
Aided	454,995	36,018	491,013	455,021	35,018	491,039
Unaided	91,385	6,865	98,250	91,385	6,865	98,250
Total ...	585,205	44,400	629,605	585,266	44,400	629,666
PRIMARY SCHOOLS FOR FEMALES.						
Government	...	159	159	...	159	159
District Fund	18	2,050	2,068	18	2,051	2,069
Municipal Fund	...	1,178	1,178	...	1,178	1,178
Aided	1,201	46,948	48,149	1,201	46,948	48,149
Unaided	125	6,842	6,967	125	6,842	6,967
Total ..	1,344	57,177	58,522	1,344	57,178	58,522
Total Primary Schools for Males and Females.	586,549	101,577	688,126	586,610	101,578	688,188
GRAND TOTAL FOR 1921-1922 ...	612,095	104,570	716,665	612,175	105,146	717,321

GENERAL TABLE VA.

Table showing the number of pupils in each stage of instruction, classified according to sex, race or creed.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.	Total of columns 3 to 10.	Depressed classes.	Grand Total.
				Brahmans.	Bhumihar Brahmans, Baidyas, Rajputs, and Kayasthas.	Others.							
1		2	3	4	5	6	7	8	9	10	11	12	13
College stage	Males ...	3	18	484	1,349	204	464	...	...	...	2,422	36	2,458
	Females ...	...	9	...	1	2	...	...	...	...	12	...	12
High Stage	Males ...	2	120	2,839	7,023	2,064	1,824	...	2	6	13,896	519	14,415
	Females ...	...	31	4	21	8	1	...	...	...	65	23	88
Middle stage	Males ...	95	114	3,215	6,167	3,520	1,266	...	1	...	14,428	1,137	15,565
	Females ...	62	113	19	58	15	5	...	...	3	275	183	458
Upper Primary stage	Males ...	100	182	6,189	11,203	11,441	2,121	...	1	1	31,238	2,877	34,115
	Females ...	116	231	159	334	261	48	...	...	...	1,149	486	1,635
Lower Primary stage	Males ...	321	982	69,214	111,939	274,159	63,607	13	1	4	520,240	57,740	577,980
	Females ...	388	1,185	13,811	25,275	55,894	17,620	...	...	...	94,173	8,762	102,935
Special schools	Males ...	93	136	7,815	1,546	1,327	1,384	...	7	2	12,310	663	12,173
	Females ...	1	170	6	22	23	32	...	..	...	254	389	643
Private Institutions	Males ...	13	110	6,120	10,543	17,805	10,085	...	5	...	44,771	803	45,574
	Females ...	...	32	124	242	717	409	...	...	...	1,504	27	1,531
Grand Total ...	Males ...	627	1,068	95,906	149,670	310,619	80,781	13	17	13	639,305	63,775	703,080
	Females ...	567	1,791	14,123	25,953	56,910	18,115	...	...	3	97,432	9,870	107,302
	Total ...	1,194	3,429	10,029	175,623	347,529	98,896	13	17	16	736,737	73,645	810,382

GENERAL TABLE VI.

GENERAL

Return showing the results of the prescribed examinations in

Name of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Candidates.	Total.
1		2	3	4	5	6	7	8	9	10
I—ARTS COLLEGES.										
Doctor of Philosophy ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Doctor of Science ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Master of Arts... ...	Males ...	1	..	...	1	15	...	...	13	28
	Females ...	...	...	...	...	...	...	...	...	...
Master of Scien e ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Bachelor of Arts (Honours)...	Males ...	2	2	...	4	23	9	...	1	32
	Females ...	...	...	...	...	...	...	...	...	...
Bachelor of Arts (Pass) ...	Males ...	3	3	...	6	147	173	...	9	333
	Females ...	...	...	...	...	...	...	...	...	...
Bachelor of Science (Honours.) ...	Males ...	1	...	...	1	13	...	...	...	13
	Females ...	...	...	...	...	...	...	...	...	...
Bachelor of Science (Pass)	Males ...	2	1	...	3	33	15	...	...	43
	Females ...	...	...	...	...	...	...	...	...	...
Intermediate in Arts ...	Males ...	3	4	1	8	260	380	25	10	719
	Females ...	1	...	...	1	4	...	...	1	5
Intermediate in Science ...	Males ...	3	3	...	6	97	97	...	...	174
	Females ...	...	...	...	...	...	...	...	...	...
II.—ORIENTAL COLLEGES.		There is no Oriental College in the Province.								
III.—COLLEGES FOR PROFESSIONAL TRAINING.										
(a) Law—										
Doctor of Law ...	Males ...	..	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Master of Law ...	Males ...	..	...	...	...	...	..	...	...	..
	Females ...	...	...	...	...	...	...	...	...	...
Bachelor of Law ...	Males ..	1	...	...	1	108	...	...	...	108
	Females ...	...	...	...	...	...	...	...	...	...

(a) Includes 4 students who obtained A past degree only.
(b) " 1 student who obtained A pass degree only.

TABLE VI.

Bihar and Orissa for the official year 1921-1922.

Number passed.					Race or Creed of passed Scholars.								
Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Candidates.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.
							Brahmans.	Bhumihar Brahmans, Rajputs, Baidyas, and Kayasthas.	Others.				
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	...	...	8	21	...	...	5	9	1	6	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
(a) (b) 21	8	...	...	20	...	...	7	13	4	5	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
111	81	...	1	193	...	1	43	79	26	41	...	..	1
...	...	...	..	...	...	...	...	...	...	...	...	...	...
(c) 10	...	...	...	10	...	...	2	7	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	3	...	...	12	...	...	5	3	3	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
152	149	16	7	3 4	...	4	83	146	56	51	...	...	1
1	...	...	1	2	...	1	...	1	...	...	...	...	...
62	20	...	...	91	...	1	20	43	10	11	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	.	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	..	..	...	...	...	...	...	...	...	...	...
73	...	...	...	73	...	..	6	46	4	17	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...	...	...

(c) Includes 2 students who obtained pass degrees only.
(d) " 2 schools which ceased to exist on 31st March 1922, after sending up candidates for the Matriculation examination.

Return showing the results of the prescribed examinations in

Name of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institution under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Candidates.	Total.
1		2	3	4	5	6	7	8	9	10
(*b*) Medicine		There is no Medical College in the Province.								
(*c*) Engineering		There is no Engineering College in the Province.								
(*d*) Teaching—										
Post-graduate degrees or licences.	Males ...	1	...	...	1	18	...	...	...	18
	Females ...	...	...	...	...	...	...	...	...	...
Under graduate licences or diplomas.	Males ...	1	...	...	1	20	...	...	1	21
	Females ...	...	...	...	...	...	...	...	...	...
V.—SCHOOLS FOR GENERAL EDUCATION.										
Matriculation Examination	Males ...	23	59	(*d*) 34	116	772	1,262	1,306	179	3,519
	Females ...	2	...	...	2	7	...	...	2	9
School Leaving Certificate	Males ...	22	5	...	27	215	80	...	...	295
	Females ...	...	1	...	1	...	2	...	...	2
High School Examination for Europeans.	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Cambridge Junior Examination.	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	1	...	1	...	4	...	...	4
Cambridge Preliminary Examination.	Males ...	...	1	...	1	...	16	...	...	16
	Females ...	...	1	...	1	...	3	...	...	3
Anglo-Vernacular Middle Examination.	Males ...	29	255	80	364	750	3,427	1,544	...	5,730
	Females ...	3	8	1	12	19	60	1	...	80
Vernacular Final or Middle Examination.	Males ...	107	30	3	140	799	220	40	12	1,071
	Females ...	3	6	...	9	3	36	...	2	41
Middle Examination for Europeans.	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	2	...	2	...	5	...	...	5
Upper Primary Examination	Males ...	532	1,533	94	2,159	3,161	8,504	1,312	...	12,977
	Females ...	(*e*) 26	(*f*) 89	1	116	70	364	1	1	436
Lower Primary Examination.	Males ...	839	10,785(*g*)	606(*h*)	13,230	4,303	33,532	2,377	...	40,212
	Females ...	83(*i*)	1,089(*j*)	14(*k*)	1,185	376	2,306	23	...	2,695

(*e*) Includes 1 boys' schools
(*f*) Includes 23 boys' schools
(*g*) Includes 6 girls' schools
(*h*) Includes 1 girls' school
(*i*) Includes 11 boys' schools
(*j*) Includes 169 boys' schools
(*k*) Includes 2 boys' schools

TABLE VI.—*contd.*

Bihar and Orissa for the official year 1921-22.

Number passed.					Race or Creed of passed Scholars.								
Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Candidates.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Others.
							Brahmans.	Bhumihar Brahmans, Rajputs, Baidyas, and Kayasthas.	Others.				
11	13	13	14	15	16	17	18	19	20	21	22	23	24
16	...	...	...	16	...	1	3	11	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	...	...	1	20	...	1	4	12	1	2	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
466	662	467	68	1,663	...	36	358	818	229	219	...	...	3
4	...	...	2	6	...	3	...	2	1	...	...	...	...
125	41	...	...	166	...	8	38	91	18	10	...	...	1
...	1	...	...	1	...	1	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	...	...	2	2	...	...	...	...	...	...	...	...
...	16	...	...	16	16	...	...	...	...	...	...	...	...
...	2	...	...	2	2	...	...	...	...	...	...	...	...
675	2,004	1,305	...	4,074	...	174	1,143	2,150	1,007	447	...	1	52
19	40	...	...	59	...	36	3	11	7	2	...	...	...
633	153	37	2	625	...	15	201	332	211	32	...	...	34
2	23	...	2	27	...	20	2	4	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	5	...	...	5	5	...	...	...	...	...	...	...	...
2,731	7,032	1,118	...	10,881	...	367	2,179	3,039	3,294	766	...	...	316
53	308	1	1	363	...	216	34	69	25	5	...	...	4
3,367	22,013	944	...	26,324	1	813	4,326	8,093	10,165	2,068	...	...	959
304	1,021	15	...	1,340	...	276	268	563	578	151	...	...	11

show: twice over.
shown twice over.
sh wn twice over.
s own twice over.
shown twice over.
show twice over.
shown twice over.

Return showing the results of the prescribed examinations in

Name of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Candidates.	Total.
1		2	3	4	5	6	7	8	9	10
V.—SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools for Masters (Final Examination).	Secondary ...	5	...	...	5	140	...	...	36	176
	Primary ...	111	2	1	114	1,660	48	5	338	2,051
Ditto for Mistresses (Final Examination)	Secondary ...	...	1	...	1	...	4	...	...	4
	Primary ...	2	3	...	5	18	36	...	...	54
Teachers' Examinations for those who are not students of a Training School.	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Pleadership Examination ...	Males ...	3	...	...	3	36	...	...	43	79
	Females ...	...	...	...	...	...	...	...	...	...
Final Examination of Medical Schools.	Males ...	3	...	...	3	90	...	...	...	90
	Females ...	1 (1)	...	...	1	1	...	...	...	1
Engineering School Examination.	Upper Subordinate. Males ...	1	...	...	1	32	...	...	...	32
	Lower Subordinate. Males ...	1	...	...	1	21	...	...	...	21
Survey Final Examination...	Males ...	...	1	...	1	...	18	...	...	18
	Females ...	...	...	...	...	...	...	...	...	...
Industrial School Examination ...	...	...	2	...	2	...	6	...	...	6
Commercial School Examination.	Males ...	...	3	1	4	...	138	6	...	144
	Females ...	...	...	...	...	...	...	...	...	...
Sanskrit Title Examination	Males ...	2	34	27	63	37	53	80	42	212
	Females ...	...	1 (1)	...	1	...	1	...	...	1
Sanskrit Second Examination.	Males ...	2	63	77	142	43	170	348	91	650
	Females ...	...	...	...	...	...	...	...	...	...
Sanskrit First Examination.	Males ...	2	86	168	256	83	476	880	253	1,701
	Females ...	...	...	1 (1)	1	...	...	1	...	1
Madrassa Examination (Higher Grade).	Males ...	...	1	1	2	...	1	2	...	3
	Females ...	...	...	...	...	...	...	...	...	...
Madrassa Examination (Lower Grade).	Males ...	...	2	1	3	...	3	5	...	8
	Females ...	...	...	...	...	...	...	...	...	...

TABLE VI.—*concld.*

Bihar and Orissa for the official year 1921-1922.

Number passed.					Race or Creed of passed Scholars.								
							Hindus.						
Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Candidates.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Brahmans.	Bhumihar Brahmans, Rajputs, Baidyas, and Kayasthas.	Others.	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
131	...	...	5	136	...	10	36	31	41	17	...	...	1
1,205	37	4	180	1,426	...	56	396	460	380	133	...	...	41
...	4	...	...	4	...	4	...	...	...	...	...	...	...
18	35	...	...	53	...	35	3	6	2	7	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	...	...	5	16	...	...	...	15	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
51	...	...	...	51	...	...	3	42	6	...	...	...	...
1	...	...	...	1	...	...	...	1	...	...	...	...	...
28	...	...	...	28	...	...	7	13	5	3	...	...	...
15	...	...	...	15	...	...	3	8	3	1	...	...	...
...	16	...	...	16	...	...	3	5	8	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	4	...	...	4	2	...	...	2	...	...	...	...	...
...	110	6	...	116	1	11	25	64	...	15	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	7	22	9	58	...	...	57	...	1	...	...	...	...
...	81	...	...	1	...	1	...	...	...	...	...	...	...
31	88	140	31	290	...	...	285	8	6	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
54	219	435	100	808	...	...	762	31	15	...	...	...	...
...	...	1	...	1	...	...	...	...	1	...	...	...	...
...	1	1	...	2	...	...	...	...	...	2	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	1	...	3	...	...	...	...	...	3	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL

Return showing the Distribution of District Board and Municipal Expenditure

Objects of Expenditure.	EXPENDITURE BY DISTRICT BOARDS.								
	Institutions Managed by District								
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial funds.	District funds.	Municipal funds.	Fees.	Endowments.
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION, GENERAL.					Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Schools.									
DIRECT EXPENDITURE. High Schools for Males, English ...	...	...	...	...	...	...	...	...	...
Middle Schools for Males... English ...	...	...	...	...	...	...	...	...	...
Middle Schools for Males... Vernacular ...	107	7,494	7,095	5,512	...	1,46,513	...	23,843	...
Total for Secondary Schools for Males...	107	7,494	7,095	5,512	...	1,46,513	...	23,843	...
High Schools for Females, English ...	...	...	...	...	...	...	...	...	...
Middle Schools for Females English ...	...	...	...	...	...	...	...	...	...
Middle Schools for Females Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Females...	...	...	...	...	...	...	...	...	...
Grand Total for Secondary Schools for Males and Females.	107	7,494	7,095	5,512	...	1,46,513	...	23,843	...
Primary Schools.									
Upper Primary for Males	286	16,338	15,675	11,591	222	1,28,881	...	18,641	...
Lower Primary for Males	304	11,027	11,604	8,456	87	67,993	132	8,142	...
Total for Primary Schools for Males ...	590	28,265	27,279	20,037	309	1,94,877	132	26,783	...
Upper Primary for Females	23	1,010	1,021	723	...	15,343	...	...	...
Lower Primary for Females	36	1,059	1,072	803	...	13,332	...	...	314
Total for Primary Schools for Females...	59	2,069	2,093	1,526	...	27,664	...	...	314
Grand Total for Primary Schools for Males and Females.	649	30,334	29,372	21,563	309	2,22,541	132	26,783	314

(1) Shown twice over.

TABLE VII—*contd.*

on Public Instruction in the province of Bihar and Orissa for the official year 1921-22.

ON PUBLIC INSTRUCTION.						EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.						
BOARDS.		IN INSTITUTIONS MANAGED BY—				IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.						
Subscriptions and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total District Boards Expenditure on Public Instruction.	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial funds.	Municipal funds.	District funds.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
345	1,70,701	...	...	24,779	1,71,292	2	132	118	92	...	2,682	...
345	1,70,701	...	...	24,779	1,71,292	2	132	118	92	...	2,682	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
345	1,70,701	...	...	24,779	1,71,292	2	132	118	92	...	2,682	...
5,609	1,51,753	12	...	2,74,844	4,01,737	43	2,709	2,583	1,921	7	21,039	...
3,259	79,616	...	...	10,60,889	11,28,886	111	4,386	4,224	3,253	23	25,127	...
8,868	2,30,969	12	...	13,35,733	15,30,622	154	7,095	6,807	5,174	30	46,166	...
20	15,363	...	...	11,168	26,510	9	419	383	285	...	5,288	...
160	12,706	...	...	1,97,365	2,09,667	21	759	718	530	...	10,270	...
180	28,158	...	...	2,08,533	2,36,197	30	1,178	1,101	815	...	15,508	...
9,048	2,50,127	12	...	15,44,266	17,66,819	184	8,273	7,908	5,989	30	61,674	...

Objects of Expenditure.	EXPENDITURE BY DISTRICT BOARDS								
	In institutions Managed by District								
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial funds.	District funds.	Municipal funds.	Fees.	Endowments.
1	2	3	4	5.	6	7	8	9	10
SCHOOL EDUCATION, GENERAL—*contd.*					Rs.	Rs.	Rs.	Rs.	Rs.
School Education, Special.									
DIRECT EXPENDITURE. Training Schools ... For Males ...	...	...	...	...	...	...	...	...	...
For Females...	...	...	...	...	...	...	...	...	...
Schools of Art ... For Males ...	...	...	...	...	...	...	...	...	...
For Females ..	...	...	...	...	—	...	—	...	...
Law Schools ... For Males ...	...	...	...	...	...	...	...	...	...
For Females...	...	...	...	...	...	...	...	...	...
Medical Schools... For Males ...	...	...	...	...	...	...	...	...	...
For Females...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. For Males ...	...	...	...	...	...	...	...	...	...
For Females...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. For Males ...	...	...	...	...	...	...	—	...	...
For Females...	...	...	...	...	...	...	...	...	...
Commercial Schools ... For Males ...	...	...	...	...	...	...	...	...	...
For Females...	...	...	...	...	...	...	...	...	...
Agricultural Schools ... For Males ...	...	...	...	...	...	...	...	...	...
For Females...	...	...	...	...	...	...	...	...	...
Reformatory Schools ... For Males ...	...	...	...	...	...	...	...	...	...
For Females...	...	...	...	...	...	...	...	...	...
OTHER SCHOOLS. Madrassas ... For Males ...	...	...	...	...	...	...	...	...	...
For Females...	...	...	...	...	...	...	...	...	...
Recognised Sanskrit *Tols*. For Males ...	...	...	...	...	...	...	...	...	...
For Females...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools... For Males ...	...	...	...	...	...	...	...	...	...
For Females...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
TOTAL OF DIRECT EXPENDITURE ...	756	37,828	30,467	27,075	309	3,69,054	132	50,626	314

TABLE VII—*contd.*

ON PUBLIC INSTRUCTION.						EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.						
O ARDS:		IN INSTITUTIONS MANAGED BY.—				IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.						
Subscriptions and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total District Boards, Expenditure on Public Instruction.	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial funds.	Municipal funds.	District funds.
11	12	13	14	15	16	17	18	19	20	21	22	23
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.
...	...	35	...	...	35	...	...	...	..	...	..	...
...	...	...	...	...	...	...	...	...	..		...	..
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	..		...	..
...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	..	...	...	.	.	.		..
...	...	...	...	.	...	...	...	..	..	.	...	..
...	...	...	...	...	...	...	...	.	.		...	..
...	...	873	...	4,757	5,635	..	...	...	...	..	..	..
...	...	...	...	...	...	..	..	..	..	...		
..	...	..	...	...	...	..	..	...	.		.	..
...	...	..	...	...	..	...	..	...	..			..
...	...	..	...	..	...	...	...	..	...	.	.	..
...	...	...	..	..	...		.		..		.	...
..	..	...	...	..	...	...	.	...	...	..		..
...	...	...	...	...	...	...	...	...	...	.	..	.
...	...	...	...	...	...	...	...	...	...	..	.	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	15	17	10	...	368	...
...	...	...	...	...	...	1	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	913	...	4,757	5,670	1	15	17	10	...	368	..
9,393	4,20,828	925	...	15,73,903	19,13,751	187	8,120	8,043	6,091	30	64,024	...

Objects of Expenditure.	EXPENDITURE BY DISTRICT BOARDS								
	In institutions Managed by District								
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial funds.	District funds.	Municipal funds.	Fees.	Endowments.
1	2	3	4	5	6	7	8	9	
					Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL—*contd.*									
Buildings, Furniture and Apparatus ...	...	...	...	...	...	1,06,930	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	1,06,930	...	...	...
INDIRECT EXPENDITURE. Scholarships held in: Arts Colleges ...	...	...	...	...	...	...	...	...	...
Medical Colleges...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools... ...	...	...	...	...	...	...	...	...	...
Medical Schools... ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...	...	...	...
Hostel charges (recurring)	...	...	...	...	...	...	...	...	...
Contingencies and Miscellaneous ...	...	...	...	...	...	...	...	...	...
TOTAL OF INDIRECT EXPENDITURE ...	...	...	...	...	...	1,06,930	...	...	...
GRAND TOTAL FOR 1921-1932 ...	756	37,828	36,467	27,075	309	4,75,974	132	50,626	314

TABLE VII—*contd.*

ON PUBLIC INSTRUCTION.						EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.						
Boards.		In Institutions managed by—				In Institutions managed by Municipal Boards.						
Subscriptions and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total District Boards, Expenditure on Public Instruction.	Number of Institutions.	Number of scholars on the rolls on 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial funds.	Municipal funds.	District funds.
11	12	13	14	15	16	17	18	19	20	21	22	23
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	1,06,920	...	500	68,259	1,75,679	...	...	...	...	50	16,036	500
...	...	...	...	...	461	...	...	...	...	...	...	...
...	1,06,920	...	500	68,259	1,76,140	...	...	...	...	50	16,036	500
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	2,053	...	...	...	...	...	...	...
...	...	...	...	...	21,400	...	...	...	...	...	...	...
...	...	...	...	...	84,900	...	...	...	...	...	...	...
...	...	...	...	...	1,039	...	...	...	...	...	...	...
...	...	...	...	...	2,074	...	...	...	...	...	...	...
...	...	...	...	...	656	...	...	...	...	...	...	...
...	...	...	...	...	62,122	...	...	...	...	...	...	...
...	...	...	...	...	2,896	...	...	...	...	...	...	...
...	...	...	...	...	80,267	...	...	...	...	...	...	...
...	1,06,920	...	500	68,259	3,21,305	...	...	...	...	50	16,036	500
9,393	5,36,748	925	500	16,42,061	22,05,146	187	8,420	8,043	6,091	80	80,660	500

GENERAL TABLE VII—*contd.*

Objects of Expenditure.	Expenditure by Municipal Boards on Public Instruction.								
	In Institutions managed by Municipal Boards.				In Institutions managed by—				
	Fees.	Endowments.	Subscriptions and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of District and Municipal Boards on Public Instruction.
1	24	25	26	27	28	29	30	31	32
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.—*contd.*									
Secondary Schools.									
High Schools for Males, English ...	—	.	...	...	...	...	...	...	...
Middle Schools for Males... English ...	...	...	...	...	...	...	110	110	110
Middle Schools for Males... Vernacular...	504	...	...	3,186	...	...	2,106	4,788	1,76,080
Total for Secondary Schools for Males...	504	...	...	3,186	...	...	2,216	4,898	1,76,190
High Schools for Females, English ...	...	...	...	...	...	...	...	...	...
Middle Schools for Females English ...	...	...	...	...	...	...	600	600	600
Middle Schools for Females Vernacular...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Females...	...	...	...	...	...	...	600	600	600
Grand Total for Secondary Schools for Males and Females.	504	...	. .	3,186	...	...	2,816	5,498	1,76,790
Primary Schools.									
Upper Primary for Males	5,104	...	564	20,714	...	...	15,506	36,545	4,38,282
Lower Primary for Males	5,231	. .	1,134	31,565	...	132	42,021	67,280	11,96,165
Total for Primary Schools for Males ...	10,985	...	1,698	58,279	..	132	57,527	1,03,825	16,34,447
Upper Primary for Females	147	...	43	5,433	...	...	6,460	11,698	88,208
Lower Primary for Females	...	...	775	11,045	...	...	14,715	24,985	2,34,672
Total for Primary Schools for Females ...	147	...	823	16,478	...	...	21,175	36,683	2,72,880
Grand Total for Primary Schools for Males and Females.	10,632	...	2,521	74,757	...	132	78,702	1,40,508	19,07,327

DIRECT EXPENDITURE.

GENERAL TABLE VII—*contd.*

Objects of Expenditure.	Expenditure by Municipal Boards on Public Instruction.								Total Expenditure of District and Municipal Boards on Public Instruction.
	In Institutions managed by Municipal Boards.				In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	
	Fees.	Endowments.	Subscriptions and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
1	24	25	26	27	28	29	30	31	32
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.—*contd.*									
School Education, Special.									
DIRECT EXPENDITURE. — Training Schools ... For Males ...	...	...	...	...	...	...	...	...	35
For Females...	...	...	...	...	...	...	...	...	...
Schools of Art... ... For Males ...	...	...	...	..	...	...	...	...	...
For Females...	...	...	...	...	...	...	...	...	...
Law Schools ... ... For Males ...	...	...	...	...	...	...	...	...	...
For Females ..	...	...	...	...	...	...	...	...	...
Medical Schools ... For Males ...	...	...	...	...	...	...	...	...	...
For Females ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. For Males ...	...	...	...	...	...	...	...	...	...
For Females ..	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. For Males ...	...	...	...	...	...	...	315	315	5,950
For Females...	...	...	...	...	...	...	...	...	...
Commercial Schools ... For Males ...	...	...	...	...	...	...	...	...	...
For Females...	...	...	...	..	...	...	...	...	...
Agricultural Schools ... For Males ...	...	—	...	...	...	...	...	...	...
For Females...	...	...	...	...	...	...	...	...	...
Reformatory Schools ... For Males ...	...	...	...	...	...	...	...	...	..
For Females...	...	...	...	...	...	...	...	...	...
OTHER SCHOOLS. — Madrassas ... ... For Males ...	...	...	...	...	...	...	...	...	...
For Females ..	...	...	...	...	...	...	...	...	...
Recognised Sanskrit *Tols*. For Males ...	...	...	...	268	...	...	1,214	1,482	1,482
For Females...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools For Males ...	...	...	...	...	...	...	60	60	60
For Females ..	...	...	...	...		...	...	...	—
Total ...	...	...	...	268	...	...	1,589	1,857	7,5 7
TOTAL OF DIRECT EXPENDITURE.	11,036	...	2,521	78,211	...	132	83,107	1,47,863	20,01,644

GENERAL TABLE VII—*concld.*

Objects of Expenditure.	EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.								Total Expenditure of District and Municipal Boards on Public Instruction.
	In Institutions managed by Municipal Boards.				In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	
	Fees.	Endowments.	Subscriptions and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
1	24	25	26	27	28	29	30	31	32
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.									
INDIRECT EXPENDITURE									
Buildings, Furniture and Apparatus ...	...	...	...	16,586	...	...	7,324	23,360	1,99,039
Inspection	...	...	...	...	...	...	...	300	761
Total ...	...	...	...	16,586	...	...	7,324	23,660	1,99,800
Scholarships held in— Arts Colleges ...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges.	...	...	...	...	...	...	...	...	2,053*
Secondary Schools ...	...	...	...	...	...	...	...	...	21,400
Primary Schools ...	...	...	...	...	...	...	...	327	35,227
Medical Schools ...	...	...	...	...	...	...	...	150	1,189
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	2,074
Other Special Schools ...	...	...	...	...	...	...	...	...	656
Total charges for Scholarships ...	...	...	...	...	...	...	...	477	62,599
Hostel charges (recurring)	...	...	...	...	...	...	...	...	2,890
Contingencies and Miscellaneous ...	...	...	...	...	...	...	...	3,353	33,860
TOTAL OF INDIRECT EXPENDITURE	...	...	...	16,586	...	...	7,324	27,490	3,49,855
GRAND TOTAL FOR 1921-1922.	11,036	...	2,531	94,797	...	133	90,431	1,75,353	24,40,499

*Including Rs. 1,432 paid by Bengal District Boards.

GENERAL TABLE VIII.

Return showing the attendance and non-recurring expenditure in hostels or boarding-houses in Bihar and Orissa for the official year 1921-1922.

Class of hostels or boarding-houses.	Number of—		Number of boarders who are students of—					Capital expenditure from—					
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for professional training.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	District or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Managed by Government—								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Males	178	4,554	575	120	845	12	2,993	8,171	...	...	...	...	8,171
Females ...	7	107	6	...	48	1	52	153	...	...	...	...	153
Managed by District or Municipal Boards—													
Males	40	503	...	...	489	14	...	...	1,478	...	...	...	1,478
Females ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards—													
Males	224	6,148	205	15	4,244	1,309	375	5,580	...	...	15,347	687	21,614
Females ...	40	2,715	...	...	1,363	1,242	210	2,090	...	...	5,222	3,290	10,602
Unaided—													
Males	52	1,739	8	...	1,102	18	611	...	...	...	2,001	111	2,112
Females ...	1	11	...	...	...	11	...	...	...	...	...	...	...
Total ...													
Males	491	12,944	788	144	6,680	1,353	3,979	13,751	1,478	...	17,348	798	33,375
Females ...	54	2,833	6	..	1,311	1,254	262	2,243	...	...	5,222	3,290	10,755
Grand Total	548	15,777	794	144	7,991	2,607	4,241	15,994	1,478	..	22,570	4,088	44,130

GENERAL TABLE IX.

Number and qualifications of Teachers in Bihar and Orissa for the official year—1921-22.

		In Primary Schools.						In Middle Schools.						In High Schools.						In Colleges						—
		Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Grand total.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
In Schools for Indians.	Teachers of the vernacular. Trained	317	949	208	7,855	384	9,713	61	457	6	685	137	1,346	100	...	...	140	53	293	1	...	...	...	...	1	11,353
	Untrained	31	506	148	15,027	4,839	20,551	19	93	3	301	64	480	62	...	...	96	51	209	...	...	...	...	...	...	21,240
	Total	348	1,455	356	22,882	5,223	30,264	80	550	9	986	201	1,826	162	...	...	236	104	502	1	...	...	...	...	1	32,593
	Anglo-Vernacular teachers and teachers of classical languages. Trained	...	...	...	...	...	...	7	...	...	9	5	21	85	...	...	30	10	125	6	...	...	...	...	6	152
	Untrained	...	1	...	3	...	4	10	...	...	415	106	531	201	...	...	569	327	1,097	122	...	...	63	6	191	1,823
	Total	...	1	...	3	...	4	17	...	...	424	111	552	286	...	...	599	337	1,222	128	...	...	63	6	197	1,975
	Possessing a degree	...	...	...	...	...	...	7	...	...	25	3	35	166	...	...	237	97	490	114	...	...	55	4	173	698
	Possessing no degree	...	1	...	3	...	4	10	...	...	399	108	517	120	...	...	372	240	732	14	...	...	8	2	24	1,277
	Total	...	1	...	3	...	4	17	...	...	424	111	552	286	...	...	599	337	1,233	128	...	...	63	6	197	1,975
In Schools for Europeans.	Trained	...	...	...	12	...	12	...	...	...	35	...	35	...	...	...	...	...	...	...	...	...	...	...	...	47
	Untrained	...	...	...	13	...	13	...	...	...	19	...	19	...	...	...	...	...	...	...	...	...	...	...	...	32
	Total	...	...	...	25	...	25	...	...	...	54	...	54	...	...	...	...	...	...	...	...	...	...	...	...	79
	Possessing a degree	...	...	...	...	...	...	...	...	...	3	...	3	...	...	...	...	...	...	...		...	...	...	...	3
	Possessing no degree	...	...	...	25	...	25	...	...	...	51	...	51	...	...	...	...	...	...	...	...	...	...	...	...	76
	Total	...	...	...	25	...	25	...	...	...	54	...	54	...	...	...	...	...	...	...	...	...	...	...	...	79
	Grand total of all teachers	348	1,456	356	22,910	5,223	30,293	97	550	9	1,464	312	2,432	448	...	...	835	441	1,724	129	...	...	63	6	198	34,647

GENERAL TABLE X.

Classification of Pupils by age in Bihar and Orissa for 1921-1922.

Ages.	Schools for General Education.													Arts Colleges.							Grand total.
	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Class VII.	Class VIII.	Class IX.	Class X.	Class XI.	Class XII.	Total.	1st year.	2nd year.	3rd year.	4th year.	Post-graduate classes. 5th year.	Post-graduate classes. 6th year.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Below 5 ...	38,157	910	8	...	...	...	...	...	...	...	...	...	39,105	...	...	...	...	...	...	...	39,105
5 to 6 ...	89,284	13,811	818	53	7	..	...	...	...	...	...	...	103,972	...	...	...	...	...	...	...	103,972
6 to 7 ...	90,787	20,458	6,520	1,281	35	4	...	...	...	...	...	...	128,085	...	...	...	...	...	...	...	128,085
7 to 8 ...	65,719	36,415	14,124	4,553	475	67	1	...	...	...	...	...	121,353	...	...	...	...	...	...	...	121,353
8 to 9 ...	41,110	30,008	19,834	10,066	2,182	779	42	...	4	...	...	...	104,115	...	...	...	...	...	...	...	104,115
9 to 10 ...	34,070	16,449	17,105	13,725	3,771	1,995	463	68	24	1	...	...	78,271	...	...	...	...	...	...	...	78,271
10 to 11 ...	19,249	10,567	12,139	13,787	4,306	3,248	1,231	436	74	8	...	...	57,034	...	...	...	...	...	...	...	57,034
11 to 12 ...	5,924	6,012	8,114	8,715	3,723	3,351	1,762	1,207	352	90	8	...	39,298	...	...	...	...	...	...	...	39,298
12 to 13 ...	2,957	2,887	4,538	5,527	2,513	2,703	1,933	1,599	908	234	36	5	25,770	...	...	...	...	...	...	...	25,770
13 to 14 ...	1,673	1,396	2,358	2,713	1,418	1,799	1,433	1,519	1,012	808	181	54	16,367	...	...	...	...	...	...	...	16,367
14 to 15 ...	1,148	869	1,114	1,433	783	1,028	931	1,099	1,022	901	760	173	11,264	...	...	...	...	...	...	...	11,264
15 to 16 ...	911	587	583	743	375	501	518	687	577	636	883	596	7,797	...	...	...	...	...	...	...	7,797
16 to 17 ...	729	403	231	305	196	204	226	343	267	450	708	851	5,006	77	...	...	...	...	...	77	5,083
17 to 18 ...	747	342	165	153	92	99	128	177	107	196	399	736	3,341	187	47	...	...	...	...	234	3,575
18 to 19 ...	677	328	159	129	17	47	51	97	40	103	317	396	2,360	182	102	19	...	...	...	303	2,663
19 to 20 ...	603	331	131	93	4	12	19	28	9	30	77	190	1,535	157	107	70	14	...	...	417	1,952
Over 20 ...	1,348	567	310	187	6	7	4	18	11	17	43	100	2,618	131	243	233	291	52	34	984	3,602
Total .	378,633	151,403	89,300	62,550	19,906	15,844	8,745	7,278	4,407	3,683	3,312	3,101	747,191	734	619	331	305	52	34	2,075	749,266

B. & O. G. P. (D. P. I.) No. 36—635—9-10-1922—E. D. R. and others.

No. 2853-E.

GOVERNMENT OF BIHAR AND ORISSA.

EDUCATION DEPARTMENT.

(MINISTRY OF EDUCATION.)

RESOLUTION.

Dated 9th November 1922,

READ—

The Quinquennial Review on the progress of education in Bihar and Orissa dealing with the period from the 1st April 1917 to the 31st March 1922.

Preliminary.

THIS is the second quinquennial review dealing with the progress of education in Bihar and Orissa and covers the five years ending the 31st March 1922. During the quinquennium Mr. J. G. Jennings, C.I.E. held the post of Director of Public Instruction till the 1st October 1917, when he became Vice-Chancellor of the Patna University and was succeeded by Mr. G. E. Fawcus. The latter has since held charge of the office of Director of Public Instruction with the exception of the period from the 6th April to the 31st October 1920, during which he was on leave, and Mr H. Lambert acted for him. This review has been written and submitted by Mr. G. E. Fawcus.

Prominent features of the quinquennium.

2. The outstanding features of the period have been the establishment of the Patna University, the inauguration of the constitutional reforms and transfer of the control of education (except European education and Reformatory schools) from a Member of the Executive Council to a Minister, the reorganization of the services and the transfer of the control of technical and industrial education from the control of the Director of Public Instruction to the Director of Industries. The termination of the war, the visit of His Royal Highness the Prince of Wales and the effects of the non-co-operation movement are other events which must be mentioned, as having a bearing on education also.

Public institutions and their pupils.

3. The number of public institutions fell from 26,867 in 1916-17 to 25,964 in 1921-22, a decrease of 903 or 3·36 per cent., while the number of pupils fell in the same period from 797,471 to 763,277, a decrease of 34,194 or 4·28 per cent. The expenditure, however, rose from Rs. 81,52,080 at the end of the preceding quinquennium to Rs. 1,15,16,347 at the close of the quinquennium under review, an increase of Rs. 33,64,267 or 41·27 per cent. The contrast between the decrease in the number of institutions and pupils and the rise in expenditure is very marked. The fall in the numbers of institutions and pupils is all the more disappointing, as, when the previous report was written, the Great War was in progress and it was hoped that the restoration of peace would result in a large expansion of education. The Local Government regret to find that not only has that hope not been realized, but a great setback in educational progress has taken place. The causes for this are mainly the great increase in the cost of living, the non-co-operation movement, epidemics, and to some extent the increase in the fee-rates in high and middle English schools, which has been necessitated by the imperative demand for an increase in the pay of teachers. It is regrettable that the cost of education is increasing, but there appears to be no remedy for it. The average annual tuition fee in a high school has risen by Rs. 4⅔ and in a middle English school by less than Re. 1, the increases being 21 per cent. and 11 per cent, respectively. It must, however, be admitted that these increases are appreciably less than the increases in the earnings of the majority of the people by whom the fees are paid.

On the formation of the new province stock was taken of the then existing situation, a survey of the educational requirements was made and proposals for improvement and expansion were formulated, considered and sanctioned. Then suddenly the War broke out, and they were held in abeyance. On the termination of the War the embargo on expenditure was withdrawn, and new schemes were launched, involving heavy expenditure. Moreover, the high prices ruling after the war, with the resultant increase of wages, rendered it imperative to increase the salaries of all officers belonging to the educational services. Though this increase has not been proportionate to the rise in the cost of living, it has contributed in no small measure to the general increase in expenditure. A survey is being made again of the present position, and it is in contemplation to effect retrenchment where necessary and possible.

4. The work of the Education Department continues to engross a large amount of public attention, as is evidenced by the large number of questions put, and resolutions moved in the local Legislative Council. The education budgets for the years 1920-21 and 1921-22 were subjected to the scrutiny of the reformed Council, and readily passed by it. The changes contemplated are now under the consideration of a committee, whose terms of reference cover the entire field of primary and secondary education, with the result that its deliberations have taken time to mature.

Services.

5. The quinquennium witnessed the reorganization of all the educational services, which had the effect of raising the number and improving the pay of the officers concerned. The number of posts in the Indian Educational Service rose from 26 to 39, excluding the post of Director of Public Instruction, which is not included in the cadre of the service. The service consists of two branches, one for men, the other for women, on rates of pay rising from Rs. 400 to Rs. 1,750 with overseas pay of Rs. 150, Rs. 200 and Rs. 250 according to years of service, and Rs. 400 to Rs. 1,050 with overseas pay of Rs. 50, respectively. The revision of pay of both the branches of the service took effect from the 1st December 1919. It is a noticeable feature that the number of Indians in the service has risen from 1 to 14.

The cadre of the Bihar and Orissa Educational Service formerly called the Provincial Educational Service, has expanded from 57 on the 1st April 1917, to 96 on the 31st March 1922. The increase is due mainly to the transfer to this service of the posts of Headmasters of Government high schools and deputy inspectors who were previously in the Subordinate Educational Service. Under the scheme of reorganization of the service sanctioned with effect from the 1st March 1920 this service, like the Indian Educational Service, was divided into two branches, one for men on Rs. 250—$\frac{40}{2}$—450—$\frac{50}{2}$—550 with a selection grade on Rs. 600—40—800, comprising 15 per cent. of the cadre, and the other for women on Rs. 200—15—500.

In the Subordinate Educational Service the increase has been from 411 to 609. The average pay of the service has risen by about 32 per cent., a considerable portion of this increase is due to the reorganization of the service which took effect from the 1st April 1920. The service has been separated into two divisions, the pay of the upper division being Rs. 150—$\frac{15}{2}$—240, and of the lower division for men Rs. 60—$\frac{6}{2}$—120, and for women Rs. 100—$\frac{5}{2}$—140.

The Vernacular Teachers' Service has a strength of 379 against 138 on the 1st April 1917. The service was reorganized on the 1st March 1920, and in place of five grades carrying a pay of Rs. 50, 40, 30, 25, and 20, respectively, there are now seven grades on Rs. 60, 54, 48, 42, 36, 32, and 28. The Local Government have also sanctioned a special scale of Rs. 35—1—50, with a selection grade of Rs. 54—2—60 for 15 per cent. of the cadre for the matriculate members of the service. They have also decided to introduce, when funds are available, a time-scale of Rs. 30—1—50 with selection grades for 5 per cent. and 10 per cent. of the cadre on Rs. 60 and Rs. 65, respectively, for non-matriculate members.

The inspectorate was strengthened by the appointment of two superintendents—one of Sanskrit and the other of Islamic studies, one more Assistant Superintendent of Sanskrit studies, one more Inspector of Students' Residences for Cuttack in addition to the one officer already at Bankipore, 56 more sub-inspectors of schools, and seven more inspecting maulavis. Among important changes, which have taken place in the subordinate inspecting staff during the past five years are the gradual abolition of the posts of assistant sub-inspectors, these officers being replaced, as opportunity occurs, by men appointed to the Subordinate Educational Service who are required to hold a degree. The number of assistant sub-inspectors is now only 8.

The total cost of inspection has risen from Rs. 5,30,688 in 1916-17 to Rs. 7,62,515 in 1921-22, and during the latter year the cost under this head was 10·3 per cent of the total expenditure on education in the province from public funds. The question whether a reduction of expenditure on this head can be effected will be considered by Government after the reports of the Education Committee and the Retrenchment Committee have been received.

Patna University.

6. In paragraph 5 of the Local Government's Resolution No. 264-E.P., dated the 29th December 1917, on the review of the progress of education in this province during the quinquennium ending the 31st March 1917, an outline of the progress made towards the inauguration of the Patna University, was given. The main object of the University was the establishment at Patna of a combined teaching and federal University for post-graduate and other teaching. Land was acquired for the purpose west of the new capital. But the refusal of the Government of India to give a substantial grant for the establishment of the central university and the inability of the Local Government to provide funds

out of their own revenues have rendered it almost impossible to proceed with the scheme. An alternative scheme is under preparation, on the lines of locating the University in the neighbourhood of Patna College. When the scheme is drawn up, public criticism will be invited.

Meanwhile the University has been established, as a federal institution, with facilities for post-graduate teaching as far as possible under the existing conditions. The University Act came into force on the 1st October 1917. The first set of regulations were framed by the Senate, and on the 21th February 1918 were sanctioned by the Local Government. Prior to this date the business of the University was conducted under the regulations in force in the Calcutta University, subject to such modifications as were found necessary. The previous limited facilities for post-graduate studies had to be expanded, and a scheme for establishing M.A. or M. Sc. teaching in English, history, economics, mathematics, physics and chemistry to be followed as soon as possible by Sanskrit and Persian, was approved, and the new classes were started at Patna College in July 1919. To afford further facilities for post-graduate studies a system of University Readers on special subjects was introduced in 1919-20. This has been augmented by the Banaili Readership in Indian economics, for which a permanent endowment of Rs. 20,000 has been generously created by the Banaili Raj.

Owing to financial difficulties this system may have to be curtailed in future. Consequent on the possible abandonment or indefinite postponement of the idea of the establishment of the central teaching university, the regulations have been modified so as to admit higher degree teaching; and classes for the purpose have been added to the Patna College. M.A. teaching in English only has recently been added to the Ravenshaw College at Cuttack.

Among other features of the University, which have come into prominence during the quinquennium may be mentioned the abolition of any age-limit for the matriculation examination, the institution of the compartment system of examinations, the holding of supplementary examinations, the inauguration of the school leaving certificate examination as equivalent to the matriculation examination for the purpose of admission of students to the University, and the privilege given to the Senate of electing a representative to the local legislature. Another important change was the adoption of a resolution by the Senate, adopting the vernacular of the candidate as the medium of examination in the matriculation examination. The necessary

regulations have been framed but they have not yet been sanctioned by Government. An experiment was made at the New College, Patna, and the Nalanda College at Bihar of combining the four highest forms of a high school with the two intermediate classes, which was afterwards found to be one of the recommendations of the Calcutta University Commission, viz., the separation of intermediate education from the University teaching proper. This has also relieved the pressure on Patna College, which is now equipped for degree and I. Sc. teaching.

It is a matter of regret to find that the number of students in the colleges of the University has varied considerably. The figures for the five years under review are 3,125, 3,298, 2,980, 2,593 and 2,470, respectively. This falling off has seriously crippled the finances of the University. It is mainly attributed to economic causes, which have increased the cost of living, and to the non-co-operation movement. There is a slight tendency on the part of students to migrate to neighbouring Universities, particularly to Calcutta, owing to the comparative stiffness of the Patna University examinations.

Arts Colleges.

7. The number of arts colleges rose from 7 to 10 during the quinquennium. This increase is accounted for by the establishment of the three second grade colleges, namely, New College at Patna, Nalanda College at Bihar and the College Section of the Ravenshaw Girls' High School at Cuttack. The number of students, however, fell from 2,575 to 2,075, while the expenditure rose from Rs. 3,99,090 to Rs. 7,27,096. The non-co-operation movement accounted for a loss of about 200 students, while one college alone lost nearly 100 students owing to the introduction of a regulation in 1920, which exempted from further attendance at lectures those students who had failed twice at the intermediate examination. Economic causes, and migration to Bengal are believed to be responsible for a small decrease in numbers, but it is to be noted that the percentage of decline in the number of students is almost the same at Calcutta University as at Patna University. The increase in expenditure at the latter is due to the opening of the new colleges and of post-graduate classes at Patna.

The Patna Government College continues to be the premier college in the province and the centre of University activities. Five years ago it taught intermediate and degree classes in both arts and science and informal post-graduate classes in history and economics, with a staff of 33 teachers and a roll of 382 students. In 1919 the I.A. classes were removed to the Patna Collegiate School which was renamed New College, and regular

post-graduate classes were opened in the Patna College in English, history, economics, mathematics and Sanskrit. In 1920 post-graduate classes in Persian, chemistry and physics were added. The staff was strengthened by 12 new appointments in connection with the post-graduate classes, by a teacher of mechanical drawing and a lecturer in mathematics, the total being raised to 47. Of this number 36 were allotted to the Patna College and 11 to the New College. Of this staff 12 members belong to the Indian Educational Service: this number includes five officers lent to the college. Of these 12 officers seven are Europeans and five Indians. The number of students which had fallen to 277 in 1919-20 is now 355, of whom 86 are post-graduate students as against 56 in 1920-21. The college is suffering from insufficient accommodation. Nothing can be done in this respect, until a decision is arrived at in the matter of a central university at Patna, on which will depend the provision of funds.

The Ravenshaw College at Cuttack, which is also a Government institution, has undergone great changes during these five years. It was moved to its new buildings at Chauliaganj, where in addition to liberal accommodation for classes, quarters have been provided for 18 members of the staff and for 416 resident students. One of the features of the new buildings is the library, provided by the generous donation of Rs. 50,000 given by the Hon'ble Raja Rajendra Narayan Bhanja Deo of Kanika. This college has a very bright future and is rightly looked upon as the nucleus of the future university of Orissa. It teaches the honours course in mathematics and proposals for admission in botany to the degree standard and for post-graduate classes in English have recently been approved. The latter is due to a munificent donation of Rs. 50,000 given by Maharaja Sir Bir Mitrodaya Singh Deo, K.C.I.E., the ruling Chief of Sonpur State. The staff has risen from 27 to 31. The number of posts in the Indian Educational Service has been increased from three, all held by Europeans, to eight, of which two are held by Europeans and four by Indians, while the other two are held by Indians on a temporary basis. The number of students has declined from 475 to 368. This fall is attributed to poor harvests in Orissa and to the non-co-operation movement.

The Greer Bhumihar Brahman College at Muzaffarpur is another Government first grade college. The staff has risen from 16 to 21. The number of students has, however, declined from 270 to 242, the decrease being mainly due to the non-co-operation movement. The college is now located in its new buildings,

which provide ample teaching accommodation with quarters for the principal and two hostel superintendents and hostel accommodation for 122 boarders. The proposal for affiliation in History to the honours standard has recently been sanctioned.

The New College has already been referred to in dealing with Patna College. There are now 178 students, indicating a rise of 39 in their number during the past year, which is satisfactory. It is in its experimental stage and its career is being watched with interest.

The three aided first grade colleges, namely, the Bihar National College at Bankipore, the Tej Narayan Jubilee College at Bhagalpur and St. Columba's College at Hazaribagh, have suffered severely on account of the non-co-operation movement and the rise in the cost of living. The Government grants to these colleges have been increased. The new buildings of the Tej Narayan Jubilee College have been completed. The total cost has come to more than Rs. 8,00,000, of which Rs. 3,29,000 have been paid, as a liberal donation, by the Raja Bahadurs Kalanand Singh (since deceased) and Kirtyanand Singh of Banaili, and the balance by Government.

The future of the two second grade colleges at Monghyr and Bihar, namely the Diamond Jubilee College, and Nalanda College, appears to be uncertain.

Professional Colleges.

8. The Patna Training College continues to be the only institution of the kind in the province, teaching B. Ed. and L. T. courses. Proposals for another college at Cuttack were sanctioned, but no funds have been allotted yet to give effect to the scheme. Further reforms at Patna have necessarily been postponed pending the preparation of the scheme for a central university. A system of recruitment was introduced, with a view to admitting to the college in equal proportions Government servants and private candidates and combining academic and professional qualifications. The values of stipends for the two classes of students were increased from Rs. 15 and Rs. 20 to Rs. 25 and Rs. 35, respectively. The age-limit for admission was reduced from 40 to 30.

Secondary education.

9. During the five years under review the number of high schools rose from 100 to 119, while the number of pupils fell from 34,734 to 24,645, a decrease of 10,089, or 29·04 per cent. Although the number of middle English schools increased from 226 to 257, there was a decrease of 4,145 pupils, or 17·70 per cent. The causes, to which the decline in the number of pupils is attributed, have been

mentioned in paragraph 3 of this resolution. The non-co-operation movement was responsible for six high schools declaring themselves to be national schools. But for this, the rise in the number of high schools would have been 25 instead of 19. In discussing the causes of decline the Director of Public Instruction has adverted to the fact that a large number of pupils can conveniently live with their relatives, while being educated at Calcutta, the number of natives of this province resident at Calcutta according to the last census being more than a quarter of a million. But the majority of these are working either as menial servants or as labourers in the mills, and their children and relatives can hardly be said to seek admission to secondary schools, very few of which have arrangements for teaching Hindi, Urdu or Oriya. Moreover, this is not a new factor coming into existence in the course of the past five years.

During the quinquennium some important changes took place in the system of secondary education. After the constitution of the Patna University the Director of Public Instruction was authorized, with certain reservations, to permit schools to present candidates at the matriculation examination, a power which had formerly been exercised by the Syndicate of the Calcutta University. A system of a school leaving certificate examination for high schools, as an alternative to the matriculation examination of the University for admission of students to the University was introduced. This system is still in its experimental stage, and no definite pronouncement can yet be made as to its success or failure. The middle English schools were transferred from the control of local bodies to that of Government in order to enable these bodies to devote their attention to vernacular education. As already mentioned, the age-limit for the matriculation examination was abolished.

The lack of trained teachers of English still presents a serious difficulty. The question is bound up with that of the central university, and the establishment of a new training college at Cuttack will, it is hoped, effect a substantial improvement. The pay of teachers in secondary schools has been improved. The changes in the case of Government school teachers have been explained in dealing with the educational services. The average pay of a teacher in other schools was raised from 29·20 in 1916-17 to 36·60 in 1921-22. More marked improvement in this respect would have been observed but for the fall in the number of pupils, as fees in all schools were raised and the sum so realized was ear-marked for raising the pay of teachers in aided schools.

The middle vernacular schools are classed under secondary education, but they do not lead up to a university career or to the other openings provided by an education in English. Nor are their classes organized beyond the middle stages. They are vernacular continuation schools after the upper primary stage. The number of this class of schools rose from 130 to 159, or an increase of 29, while the pupils declined by 312. Five years ago 14 such schools were managed by Government and 76 by local bodies, while 34 were aided and six unaided. Now only two such schools are managed by Government and 109 by local bodies, the number of aided schools being 44 and of unaided schools 4.

Primary education.

10. Primary education of the masses is the concern of every civilized country, and this has now assumed an added importance in this country, as a very large number of voters has been given the privilege of voting at the election of members of the Legislative Councils. But the Local Government greatly regret to find that the number of pupils in primary schools is now less than it was five years ago. The number of primary schools for Indian boys has decreased from 23,274 to 22,443, or by 831: the number of pupils fell from 646,345 to 629,590, or by 16,755, while the expenditure increased from Rs. 25,86,470 to Rs. 32,35,306, or by Rs. 6,48,836. The causes are mainly the same as in the case of other classes of schools referred to before, namely, the non-co-operation movement and the abnormal rise in the cost of living. The pay of teachers in stipendiary schools still continues to be very low; over 2,000 teachers were drawing Rs. 2 and over, 5,000 teachers Rs. 3, although about 7,000 teachers were in receipt of a pay of Rs. 9. Well thought out programmes for the improvement and expansion of primary education were drawn up and sanctioned, but unfortunately they could not be given effect to owing to the prevailing financial stringency. It is, however, hoped that normal conditions will prevail at no distant date, and that the progress of primary education will be accelerated and will proceed on the right lines. The altered circumstances require a change in the curriculum and the method of instruction, and all this is now under the consideration of the Education Committee, already mentioned.

Sanskrit education.

11. The headquarters of the Sanskrit Association were moved from Muzaffarpur to Patna, and a Superintendent of Sanskrit studies was appointed. His post has now been transferred from the Bihar and Orissa Educational Service to the Indian Educational Service,

He is also secretary to the Sanskrit Association. He has two assistants, one of whom was appointed during the quinquennium, and with their help he has to manage the Sanskrit examinations and to inspect Sanskrit teaching throughout the province. The Puri Sanskrit College was transferred to Government management. This and the Muzaffarpur college appear to be doing useful work. The roll numbers in both the colleges rose from 87 and 148 to 116 and 150, respectively. But it is to be regretted that the number of candidates at the Sanskrit examinations declined. This is attributed to the lengthening of the courses and the doubling of the fees in the case of candidates coming from outside the province.

Technical and industrial education.

12. It is refreshing to note that the demand for technical and industrial education is increasing. There are 19 institutions in existence and in the near future it is expected that there will be an addition of at least three more, which will materially assist in meeting the increased demand. The Bihar School of Engineering occupies the foremost position and is looked upon as the future Engineering College of the province. The projected Imperial School of Mines and Geology at Dhanbad will, when started, remove a long-felt want. The Jamshedpur Technical Institute will be the centre of metallurgical teaching.

Education of Indian girls and women.

13. In the field of education of girls and women the same sad tale has to be told, *viz.*, an appreciable decrease in the number of institutions and pupils. The causes are the same as elsewhere, namely, the non-co-operation movement and the economic stress. The temporary intermediate classes in the Ravenshaw Girls' School at Cuttack have been doing good work, and the question of placing them on a permanent footing is now under the consideration of Government.

Muhammadan education.

14. Though the Muhammadans in this province are in advance of the average for the whole community in the matter of education, there was a set-back owing to the *Khilafat* movement. The number of Muhammadan pupils decreased during the past five years in arts colleges and schools of every class. The chief event of the period under review was the transfer to Government management of the Madrasa Islamia Shamsul Huda at Bankipore. This madrasa has been liberally endowed by Mr. Saiyid Nurul Huda, C.I.E The site was cramped and the accommodation unsuitable. A large amount of additional land has been acquired and a building is to be erected. When this is done, the present building

will be used as a hostel. This madrasa will, it is hoped, be an important centre of Islamic culture. A Superintendent of Islamic studies was appointed, and the question of establishing a Board to conduct examinations in Islamic subjects was under consideration at the end of the period under review.

Education of special classes.

15. The aboriginal population of the province according to the last census is 3,779,762, of whom 221,874 are Christians and 3,557,888 non-Christians. The number of pupils of these classes attending school or college was 20,592 Christians and 37,409 non-Christians in 1921-22, against 19,524 and 35,752 in 1916-17, respectively. The percentages of these two classes of aborigines of school-going age are 62·75 and 7·05, respectively, which bear a striking testimony to the value of missionary efforts. Thirty-six aboriginal students reached the college stage.

The number of members of untouchable classes in the province is 994,148. The number at school was 1 ,841 in 1916-17 and 15,096 in 1921-22, a decline of 4,745. This is unfortunate. Of the school population 11 reached the middle stage, 99 the upper primary stage and 14,871 the lower primary stage Of the balance 40 read in special schools and 75 in private institutions. The question of increasing educational facilities for this class of people is now under the consideration of Government.

The number of members of criminal tribes in the province is 8,231. The total number of these at school is reported to be 219 males and 29 females. It is reported that in the Tirhut Division there is a special school for them with 55 pupils.

There were 55 factory schools in the province. The number of children employed in factories was 1,672. The number of children attending school, who are employed or children of employés, was 2,153. The number of children attending these schools, who are not connected with factories, was 113.

Education of defectives.

16. The total numbers of blind and deaf mutes in the province were 31,092 and 20,036, respectively. The total number of blind at school was 60. The only school in the province for defectives is the blind school at Ranchi, which is managed by the S P. G. Mission, and the subjects taught are cane-work and mat-making. There is no school for the education of deaf mutes. The problem of the education of the defectives in this province still remains unsolved.

Hostels.

17. The Students' Residence Committee at Bankipore continues to do useful work, and a similar committee was established at Cuttack. Prominent among the new hostel buildings constructed, are those of the colleges at Cuttack, Bhagalpur and Muzaffarpur which can accommodate 416, 284 and 122 students, respectively, and those for the Hazaribagh and Chaibassa zila schools.

Religious and moral training.

18. There is little to note on the subject of religious and moral training. Moral training is given for short periods weekly. The question has been referred to the Education Committee already mentioned.

Medical examination of school class students.

19. A medical officer was deputed for the boys' schools in each division and a lady medical officer for the girls' schools throughout the province. They not only inspect and examine the pupils individually but also examine the sanitation of school premises and deliver courses of lectures on hygiene, attendance at which is now required of all school candidates for the matriculation and school leaving certificate examinations. The scheme is in experimental stage and will be developed in the light of experience gained.

Students proceeding abroad.

20. The work of the Advisory Committee for Indian Students proceeding to England increased considerably in 1919-20, owing to the favourable rate of exchange. But the subsequent fall in exchange acted as a damper, as the figures for the two succeeding years indicated. Of the 24 students who approached the committee during 1920-21, five are known to have gone to England.

Conclusion.

21. The Government in the Ministry of Education have read with much interest the attractive survey of the progress of education during the past five years, which reflects great credit on its author, Mr. Fawcus. They also take this opportunity of expressing the appreciation of his able and efficient administration of the department. They also convey to Messrs. Jennings and Jackson an expression of their appreciation of the high sense of duty, zeal and devotion with which they have guided the operations of the newly-established Patna University.

The non-co-operation and *Khilafat* movements and economic factors have combined to retard the progress in education. The officers of Government have done and are doing their best to

counteract this unhappy result. But more depends upon the active co-operation of the accredited representatives of the people in the Legislative Council, and the Local Government trust that they will make earnest efforts to enquire into the causes of the set-back, and will work whole-heartedly with Government in advancing the cause of education on the right lines.

By order of the Government of Bihar and Orissa,
in the Ministry of Education,

M. G. HALLETT,

Secretary to Government.

B. & O. G. P. (E. & M.) No. 61—635—1-11-1922—H P. G.

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